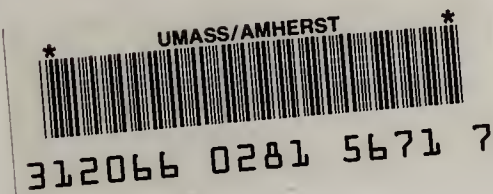


MASS. ED 1.2: C38/998/HEALTH.

# BOSTON PUBLIC SCHOOLS



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## HEALTH CAREERS ACADEMY

*A Pilot School of the Boston Public Schools*

Sharon T. Callender, RN, MPH

Director

January 5, 1998

RECEIVED

JAN 05 1998

Dr. Robert Antonucci  
Commissioner of Education  
Massachusetts Department of Education -- Boston Office  
One Ashburton Place Room 1403  
Boston, MA 02108

DEPT OF EDUCATION  
BOSTON OFFICE

GOVERNMENT DOCUMENTS  
COLLECTION

JUL 27 2001

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Dear Dr. Antonucci:

On behalf of the members of the Health Careers Academy Executive Committee I am pleased to submit this application for a Horace Mann Charter. The proposal describes the vision we have for our school, and it is grounded in the lessons we have learned since our inception as a pilot school in the fall of 1995. We are eager to continue the work we have started to create a pathway of opportunity for the children of Boston to pursue their dreams of entering the health professions.

I understand that the Boston School Committee will review the Horace Mann applications from the Boston pilot schools next week, and will forward their certification statement shortly thereafter. We have enclosed the certification statement submitted with our prospectus which is signed by Edward Doherty, President of the Boston Teachers Union. Our faculty has given its overwhelming endorsement to the application.

I look forward to the opportunity to discuss our application in more detail as part of the Commission's review process.

Sincerely,

Sharon T. Callender, RN, MPH  
Director





# Horace Mann Charter School Application

submitted to the  
Massachusetts Department of Education

by the  
**HEALTH CAREERS ACADEMY PILOT SCHOOL**

**RECEIVED**

JAN 05 1998

DEPT OF EDUCATION  
BOSTON OFFICE

January 5, 1998





# I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☐ Commonwealth Charter ☒ Horace Mann Charter

Name of Proposed Charter School Health Careers Academy

School Address (if known) 360 Huntington Ave., HA502

School Location (City/Town) Boston, MA 02115

Name of Group Applying for the Charter: Health Careers Academy

Contact Person Sharon Callender, School Director

Address 360 Huntington Ave., HA502

City Boston State MA Zip 02115

Daytime Tel: (617) 373-8576 Fax: (617) 373-7850

E-mail: \_\_\_\_\_

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	9-12	220
Second Year	9-12	220
Third Year	9-12	220
Fourth Year	9-12	220
Fifth Year	9-12	220

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

Boston \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# IV. Horace Mann Charter School Certification Statement

Proposed Charter School Name Health Careers Academy

School's Current Name  
(if different from above) \_\_\_\_\_

School Address 360 Huntington Ave City/Town Boston 02115  
502-A Hayden Hall

I hereby certify that this application has received approval from a majority of the school committee and the president of the local teacher's union in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

I.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
School Committee Chairperson

Print/Type Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Telephone \_\_\_\_\_ Fax \_\_\_\_\_

II.

Signature Edward J. Doherty Date 11/13/97  
President, Local Teacher's Union

Print/Type Name Ed Doherty, President, Boston Teachers Union

Address 180 Mt. Vernon St.

City Mattapan State MA Zip 02126

Daytime Telephone (617) 288-2000 Fax (617) 288-0024





**HEALTH CAREERS ACADEMY**  
**Horace Mann Charter School Application**

**Abstract**

The Health Careers Academy is one of the original Boston pilot schools created in 1995 to test models of innovation and change that can have broader application within the city. Now in its third year of operation, the Academy is a partnership between the Boston Public Schools and the Center for Community Health Education, Research and Service (CCHERS) located at Northeastern University. The school was designed to create a pathway of opportunity for students from Boston who dream of a career in the health professions.

The Academy blends a rigorous academic program with strong commitments to career exploration, youth development, family involvement and student support to create an environment where all students can succeed. The Academy currently operates as a school-within-a-school at Boston High School and Dorchester High School, serving approximately 160 students in grades nine through eleven. Plans are now underway to consolidate the Academy in a single site for the 1998/99 school year. When fully enrolled, the Academy will grow to serve 220 students in grades nine through twelve.

At the center of the educational model is the belief that all students hold the potential for great achievement. By building self-confidence, holding high standards, and supporting students to commit their best effort, the Academy offers every student the opportunity to succeed in a college preparatory curriculum. By creating connections across the disciplines, integrating health and health careers content, and building multidisciplinary action based-projects, the Academy curriculum creates relevance and engages students beyond the classroom. The Academy uses the student's emerging interest in the health careers to spark commitment to education and development. Through the partnership of CCHERS and the Boston community health center network the Academy offers workshops, internships and summer work experiences that allow students to sample the diverse opportunities available in the world of health care. Students are also involved in a variety of extended day activities that promote social and cultural exploration, leadership development and the creation of a strong school community.

The Academy depends on the teamwork of adults in the school community -- parents, teachers, student services coordinators and school leaders -- using a collaborative process of case management to focus on the needs of individual students. Students have access to intensive support and guidance for academic and career related issues, as well as social work and counseling support.

The Academy seeks Horace Mann designation because it provides the flexibility and autonomy that is needed to fully pursue its innovative model.



# HEALTH CAREERS ACADEMY

## PROGRAM NARRATIVE

"I have learned that nothing is impossible."  
"I have learned that I can be anyone I want to be"  
- HCA Students

### 1. MISSION AND PHILOSOPHY

The Health Careers Academy was created to provide a small, academically rigorous, and supportive learning community for students who share an interest in the health professions. Now in its third year of operation as a school-within-a-school in two of Boston's large urban high schools, the Academy seeks to prepare students with the academic, social and personal skills they will need to succeed in higher education and economically secure careers in health care.

The educational philosophy of the Academy is multifaceted:

- We offer a rigorous academic program because it is the cornerstone for success in both higher education and professional or entrepreneurial futures.
- We establish high expectations for effort and progress because this helps students develop the discipline and confidence they will need to succeed at whatever life goals they establish for themselves.
- We focus on health and science to excite student interest and establish relevance in education, to promote a career focus, and, ultimately, to address the health care needs of underserved communities.
- We help our students to become responsible adult citizens by nurturing their commitment to and responsibility for their own community.
- We take a holistic view of the student, providing support for social, emotional and intellectual development, and recognizing the particular importance of families in the process of education.
- We believe that all students have the potential to achieve at high levels, and so we enroll students based only on their interest in exploring the health careers and their willingness to meet the challenge of learning with commitment, focus and strategy.
- We are a part of a search for educational strategies than can have broader applicability and can lead to systemic change in the schools and in the community.

*"The teachers believe in us,  
and they believe we can  
do anything we put our  
minds to."*

*"Every teacher cares  
about my future - not  
just one or two, but all."*

*- HCA Students*





This comprehensive approach to secondary education will produce graduates who understand the value of learning, who have mastered important skills and knowledge, who recognize the dividends of hard work, and who have meaningful choices about their future.

## 2. STATEMENT OF NEED

### A. Why is this kind of school needed in this community?

Boston is a city of paradox. World-renowned for its superb teaching hospitals and health professions education programs, it is rich in resources. Health care and the biomedical community employ more than 60,000 people in Boston alone, more than any other industry. Yet many of Boston's inner-city neighborhoods are federally designated as medically underserved areas, lacking the highly skilled and culturally competent providers needed to address the shortage of primary care services in low income communities. In a city where it is perhaps the most common childhood dream to become a doctor or nurse, less than one percent of Boston's high school graduates enter a health professions training program. Many students are simply not prepared to continue the higher education that is needed to pursue careers in health care.

In Boston and across the nation, students of color are persistently under-represented in health professions education programs. Some promising students never consider a medical career, or stop pursuing this goal because of negative feedback, poor advice, and lack of relevant mentors and role models. And though freshman college students of color are more likely than their white counterparts to identify medicine as their first career choice, they are less likely to graduate from college, and less likely to continue to pursue medicine beyond college. The consequences for our cities are severe. We fail to develop a culturally competent health care work force, and we lose those promising students who are most likely to choose to practice primary health care in our nation's underserved urban areas.

For childhood ambitions to be sustained and reach fruition, adolescents must have a well-planned curriculum and extracurricular experiences which engage their attentions and exercise their talents. By linking the public school system with a committed network of higher education and health care partners, the Health Careers Academy is such a school.

Many experts concerned with the development of youth from disadvantaged backgrounds have cited the need for structured, meaningful experiences which widen their horizons; build and acknowledge their competencies; bring them into contact with adults who act as mentors, role models and confidantes; and support their families in supporting them. Within this framework it is increasingly recognized that carefully designed and integrated youth employment experiences can provide powerful learning opportunities with life-long rewards. By linking school with work, particularly with interesting and remunerative careers, young people can be

*"I like the fact that the students were able to study and work in a related field at the same time."*

*- HCA Parent*





motivated to commit the necessary effort to achieve in both arenas. The Health Careers Academy uses the student's emerging in the health professions to spark commitment to learning and development.

Though the Boston Public Schools have a long history of commitment to health careers exploration programming, the Health Careers Academy is unique. Unlike other allied health programs in the city, the Health Careers Academy is not a skills-focused vocational program. Our focus is the academic preparation that our students will need to pursue the post-secondary education that is essential to economically viable careers in health care. Further, though Boston has health professions tracks at other district high schools, none offer the holistic approach and intensive support for both education and youth development that is the foundation of the Academy. The Academy fills a specific need within the public schools and within the city to prepare underrepresented minority students, students from the emerging majority, to care for the health of our increasingly diverse population.

**B. Why is a charter necessary for the program to exist or success?**

Despite its status as a pilot school, the Health Careers Academy has not attained the autonomy and flexibility that would allow it to fully pursue opportunities for innovation and change. It is hoped that gaining Horace Mann status would offer:

- greater budget autonomy, including meaningful lump sum budgeting where the school has maximum control over resource allocation and can decide which services to purchase from the district and which to purchase elsewhere;
- additional administrative flexibility which will allow our unique approach to teaching and learning to guide decisions about staffing, contracting, hiring, purchasing, and paperwork;
- the potential for additional financing through access to state and federal charter school grants;
- enhanced legitimacy and credibility that the Horace Mann charter designation carries; and
- the opportunity to connect with other Horace Mann schools across the state to share strategies and best practices.

These improvements will greatly enhance the opportunity for the Health Careers Academy to meet its goals.

**C. Evidence of Demand**

Evidence of demand for the Health Careers Academy is growing. Each year since its inception there have been more inquiries and more applicants for available places in the school, and more unsolicited inquiries from teachers interested in working with us. This is true despite the recruitment constraints of the school-within-a-school model. Increasingly students are applying to and selecting the Health Careers Academy per se, rather than discovering the Academy after assignment to one of our host





schools. We are enrolling increasing numbers of siblings, relatives and friends of our current students. And our parents and students in anonymous annual surveys have indicated that the Academy is meeting their needs in ways that other schools have not. (Excerpts from their responses are included as quotations throughout this document.)

Momentum is building. The Academy is growing as envisioned, and with the addition of incoming ninth grade students in 1998/99 the school will be fully enrolled. Response to our initial outreach and mailing this year has been tremendous. We have been inundated with calls from parents who are looking for the small school structure and the comprehensive services that HCA offers. Parents indicate that they believe in a model that combines work experience with academics in a realistic manner. They are looking for a school that can help to motivate their child to achieve, and is dedicated to developing and shaping young minds.

*"The HCA staff and the Academy itself have restored my faith in the school system."*

*- HCA Parent*

### 3. EDUCATIONAL PROGRAM

#### A. Educational Approach

The Health Careers Academy rests on the belief all students hold the potential for great achievement. In an environment which builds self-confidence and encourages students to commit their best efforts, students can develop to their full potential. When students approach learning with commitment, focus and strategy, success is achieved.

The Academy depends in large measure on the successful teamwork among the adults within the school community -- parents, teachers, student services coordinators and administrators. Together they establish consistent, high expectations for students, help them believe in their own potential, and support them to achieve. This individual student planning and support, using a collaborative process of case management, is critical. With the fiscal autonomy provided to pilot schools, the Academy has invested in significant student support personnel for this purpose, providing intensive support for academic and career issues as well as access to social work support and counseling. The current ratio of students to student services coordinators is approximately forty to one. This allows for more intensive and consistent communication with students around a full range of academic, behavioral and personal

*"They help me to deal with and understand some personal problems in my life."*

*- HCA Student*

issues. Teachers meet daily and the entire Academy team meets weekly to focus on the needs of our students and our school. Consistent interaction with parents, and consistent reflection among the educators and leaders, helps to assure that students remain connected, and concerns are addressed promptly.





## B/C. Curriculum and Educational Design

Building from and aligned with the state and city curriculum frameworks and standards, the Academy curriculum is focused on the knowledge and skills that students will need to pursue higher education and careers in health care. Health and health careers content is woven into the core disciplines, and a tailored three year health careers course sequence has been created. Teachers focus on the integration of their curricula across the academic disciplines, using action-based projects that create connections and relevance beyond the classroom. The following are examples of this approach:

- At Dorchester High School, HCA students explored sickle cell anemia as a unifying theme across their classes. They studied the biology of the disease at Citylab with their science class; they wrote letters of inquiry to sickle cell organizations in their English classes and gathered research about the disease for use in their health class. Their project culminated in a community service event to raise funds that students presented to the sickle cell clinic at Boston Medical Center.
- HCA students at Boston High School selected current issues in the city -- racial quotas in the exam schools, juvenile justice, smoking cessation -- to learn about the process of research and analysis. In their history class they researched relevant legislation and policy, and developed surveys to administer to adults and peers; in their math classes they analyzed the data and presented their findings in graphs and visual presentations; in English class they prepared essays about their projects; and finally they presented their work orally to teachers, school leaders and younger peers in a forum held at Northeastern University.
- Young women from the HCA at Dorchester High participated in a youth leadership and health education seminar organized jointly by the Academy and Codman Square Health Center. Students participated in an eight week seminar series that provided training about breast cancer detection, treatment, and prevention, as well as preparation for public speaking. Students learned about the medical, cultural and social dimensions of the disease and shared this information with peers and community members at a reception hosted by the Codman Square Health Center.
- A final example was inspired by the play *Umbatha*, a performance adapting Shakespeare's *Macbeth* to the history of the Zulu tribe. Using themes of politics, power, relationships and imperialism, HCA students studied both the English literature and the history of the Zulu nation in different Academy classes. They attended a performance of the play, and wrote editorials about the value of expanding student access to theater and including arts in their curriculum.

*"I have learned that there are a lot of different ways to learn. The teachers of HCA have come up with some ideas that I think are great."*

*- HCA Student*

The Academy offers a challenging, college-preparatory curriculum and provides significant academic support to allow all students to succeed without tracking. Academy students pursue a four-year sequence in all core academic subjects -- science which includes anatomy and physiology, integrated





mathematics which includes pre-calculus in the senior year, history and English. Every student completes the three-year health careers course sequence, and a minimum of two years each in computer technology and foreign language.

Students come to the Health Careers Academy with varied skill levels, many performing well below grade level. To address the needs of ninth grade students, the Academy has reduced the size of first year English and math classes to 12 to 15 students. This investment in smaller class size allows the Academy to work more intensively to build skills during this transitional year. The Academy has also

created an academic resource center which offers all students additional access to teachers, tutors and supervised study groups beyond the regular school day. This meets the needs of students who require greater skill building support as well as those who simply need structure and guidance to focus consistently on their academic efforts. Further supports will be needed for incoming students to allow them to pursue and succeed in a challenging high school curriculum. The Academy is considering a summer intensive workshop for incoming ninth grade students to assess and build skills, to begin to build a cohesive school community, and to create the foundation for essential habits of organization and effort.

*"I like the support of my child's education, and the more challenging work they have."*  
- HCA Parent

*"She sat down with me and helped me with geometry even though I sometimes got on her nerves."*

*"The study group helps. I won't get lazy and my work gets done (most of the time.)"*

- HCA Students

The Academy community extends well beyond the traditional school day. Students are expected to be involved in a variety of structured after-school experiences which provide opportunities for social and cultural exploration, leadership development and confidence building, and the creation of a strong school community. Current examples include: mock trial team; film society; peer leadership group; first aid; Toastmasters public speaking courses; and college preparation workshops.

Career focused after-school workshops, internships and summer work experiences within the health care community provide opportunities to explore the diverse field of health care and to become familiar with the norms and expectations of the professional work environment. The Academy benefits from the partnership of numerous health care organizations which recognize the importance of early work experiences in the development of career and life goals. A variety of community health centers, managed care organizations, long-term care centers, acute care hospitals and research facilities have partnered with the Academy to provide employment and service experiences which challenge our students and broaden their horizons. As the Academy continues to grow, greater emphasis will be placed on the learning that takes place in after-school internship and community service settings. Creating a place for accountability for these activities within the Academy curriculum will strengthen the connections between experiential and academic learning.





#### **D. Student Performance Assessment**

The performance of students in the Health Careers Academy is assessed in a variety of quantitative and qualitative ways. As part of the Boston Public Schools, the performance of our students is gauged by their achievement and improvement on the Stanford 9 and MCAS standardized tests. Already analysis by the district indicates that while the Academy was one of many schools where students scored low initially, it is one of just a few where students showed high gain a year later. In addition, standard measures of attendance, retention in school, grade level promotion, and suspension are used to evaluate the overall effectiveness of our school. HCA student attendance has consistently been among the highest in our host schools, exceeding ninety percent. Teachers within the Academy are committed to consistent communication with students and families about individual progress. Narrative mid-term reports and HCA team meetings with students and their parents help to augment and personalize information that is available through report cards. Teachers work to create opportunities for students to demonstrate their knowledge and competence using presentations and exhibitions to an audience that may include teachers, peers and parents. On the horizon is the effort to create a meaningful portfolio assessment system with appropriate professional development for Academy teachers.

#### **E. Students With Special Needs and Limited English Proficiency**

To date the Health Careers Academy has served students with special education needs and limited English proficiency through arrangements with our host schools, Boston High School and Dorchester High School. As we move to consolidate our school in a single location, the Academy will build its capacity to assume full responsibility for these services. The Academy has on its faculty two certified special education teachers, and will work to recruit an additional dually-certified special education teacher in the coming year. In addition the Academy will provide training and a reduced teaching load for a member of the existing faculty to be the evaluation team leader. To the maximum extent possible the Academy envisions an inclusion model, allowing special education students to receive necessary services and support within the regular education classroom. Depending on the number and needs of the enrolled special needs population, this would likely require inclusion classes in English and math, with students grouped across grade levels as their skill levels dictate. The Academy will need to provide additional common planning time for teachers involved in the inclusion classrooms.

Similarly, while the Academy seeks to recruit bilingual and bicultural staff members, the Academy is an English speaking school which does not provide bilingual classrooms. Of the three current bilingual staff members, one is a certified in bilingual instruction. To serve the needs of students with limited English proficiency, the Academy will seek to recruit dually-certified ESL teachers, and will provide training in English language acquisition to key members of the faculty.

#### **F. School Schedule and Calendar**

As a school within two high schools, the Academy has thus far utilized the school calendar and schedule of our two host schools. Among the most important modifications of our program as we consolidate into a single location is the flexibility to adopt a schedule which better serves our





students. This will include access to extended classroom blocks for core academic classes. In addition we envision a weekly program which extends the academic schedule on some days and allows for early release on other days. This serves two purposes. First, early release allows the students to participate in longer and more meaningful after school internships. Second, it allows teachers access to extended blocks of time for common planning, case management and curriculum development.

The Health Careers Academy program requires of both students and staff significant additional commitments beyond the normal school week and year. With academic support activities, student and faculty initiated clubs, after-school youth development workshops and internships students are involved in an extended day two to three days per week. Teachers and student services coordinators work an extended work week and spend ten days beyond the contractual school year in common professional development, curriculum development, and program planning activities.

#### **4. ACCOUNTABILITY**

##### **A. Definition of Success**

The Health Careers Academy defines success by the outcomes we seek in our students. Our school will be successful if our graduates:

- are proficient in basic skills such as reading, writing, speaking, listening, presenting and reporting;
- have mastered a challenging high school curriculum, which is aligned with state and city curriculum standards, and which requires multidisciplinary competence;
- are competent in the use of technology and in the process of research and inquiry;
- possess strong thinking skills, which allow them to be curious, critical, creative reflective, and observant thinkers;
- understand the importance of life-long education, and are committed and prepared to pursue post-secondary education;
- are aware of career opportunities and pathways, particularly in the health professions, and are optimistic about their own future;
- possess outstanding personal qualities, including honesty, courage, self-direction, initiative, perseverance, resilience, responsibility, leadership, integrity, self esteem and self-governance; and
- demonstrate outstanding interpersonal skills, such as respect for diversity, constructive collaboration, consideration, compassion, responsibility, negotiation skills, and responsible citizenship.

##### **B. Measures of Success**

As a school, the Academy measures its success by demonstrating:

- consistent improvement in the proportion of students who perform in levels 3 and 4 on the Stanford 9 achievement test;





- consistent growth in the number of students who demonstrate individual improvement in their own Stanford 9 and MCAS achievement scores from year to year;
- consistent progress toward a goal of 100 percent grade level promotion for HCA students;
- consistent progress toward 100 percent retention of students within our school throughout their high school experience;
- consistent progress toward a 100 percent graduation rate for HCA students;
- consistent improvement in the proportion of HCA graduating students who are accepted at and choose to enroll in programs of higher education;
- growth in the proportion of students who identify the health professions as their preferred career choice.

The Academy recognizes that standardized tests scores do not adequately assess the full range of curriculum-based knowledge and competencies. Further work is need to define the specific outcomes by which students will demonstrate their competence in areas such as persuasive or creative writing, public speaking, and second language communication. In addition, we need to develop more specific qualitative and quantitative measures of the non-academic outcomes we seek -- personal and interpersonal qualities, commitment to higher education and career planning, and commitment to community. This supplemental work will be a priority for the faculty working with the internal program evaluator over the next year.

### **C. School Evaluation Process**

Over two school years the Academy has been involved with the pilot school directors, the Center for Collaborative Education, the Annenberg Institute for School Reform and the BPS Office of Research, Evaluation and Assessment to create a more rigorous and comprehensive model of school accountability for all of the pilot schools. The process is built on principles that the Academy endorses: it is focused on student learning; it respects each school's autonomy; it was created to build capacity for school improvement; and is structured to provide the school and the district with the best possible information to make meaningful decisions.

In this School Quality Review model, each school undertakes a self-study to develop a school portfolio that reflects the school's progress and accomplishments. The portfolio must address the following six areas: Vision; Governance and Budget; Teaching and Learning Goals and Results; Professional Support and Improvement; Family/Community Outreach and External Partnerships; School Focus Questions and Lessons Learned. The teaching and learning section must include standardized test results as well as actual examples of student work. Once developed, an external review panel is convened to review the portfolio and visit the school prior to providing the school with feedback and recommendations for improvement. For pilot schools, the review panel will make a recommendation to the Superintendent regarding re-authorization of the pilot school.

We believe that participation in this locally-defined accountability process will serve two purposes. First, with minimal modification it is consistent with the process outlined by the Massachusetts Department of Education for evaluation of charter schools, including an annual report, an accountability contract or plan, and a site visit. Second, it allows the Academy to continue to be part of a growing accountability network within the Boston Public Schools, providing important





opportunity for dialogue and support about the process of school improvement. This conversation around issues of accountability and performance is perhaps one of the greatest opportunities for charter schools, pilot schools and other public schools to learn from each other.

Since its inception the Academy has employed an internal program evaluator who has helped to focus students, parents and staff on the process of continuous improvement. As a new school the Academy has invested significant resources in the development of meaningful mechanisms for parent, student and staff input to identify our strengths and areas for improvement across all aspects of our work. Staff, student and parent surveys as well as staff and student retreats provide important qualitative assessment of our work. When combined with traditional data on student and school performance, this allows us to refine our programming and focus our efforts to best serve the members of our school community. Together this process of internal reflection and our participation in the pilot schools accountability process will help to ensure our success in meeting our goals.

5. SCHOOL ENVIRONMENT

A. School Culture

It has been challenging to create a distinct school culture for the Health Careers Academy while we have operated within two large and traditional high schools. Consolidation of our school within one site will provide the opportunity to shape our school culture around central values. These are not simply values that we seek to instill in our students. Rather, they are values that apply equally to the adults and young people that make up our school community.

- **The Academy demands mutual respect between and among the educators, young people and families who together create the Academy community.** We seek strategies to acknowledge and explore differences and conflicts without judgment or blame. We are working to create a community where different views are heard and valued. Families, students and staff members must all be given the opportunity to have a voice in decisions about the direction and nature of our school.

*“They take time out to listen to what we have to say.”*

*- HCA Student*

- **The Academy holds high expectations for behavior and effort.** We expect our students and our staff to approach the challenges of teaching and learning with the commitment, focus and strategy that are needed to succeed. Our school community suffers when students and staff members are permitted to give any less.
- **The Academy measures success by improvement toward a clearly defined goal.** This affects how we talk with students about their grades and progress, as well as how we work with faculty members on professional development, and how we reflect on our work as a school. We acknowledge not only how far we have still to go to reach our individual and collective goals, but also how far we have come.





- **The Academy values the process of collaboration.** Whether it is a group of students working cooperatively to solve a math problem or create a presentation, or a group of teachers working to revise a curriculum or build consensus around a disciplinary policy, the Academy values the process of collaboration. We believe that responsibility for the success of our school is shared by every member of our school community. We seek to be a democratic and consensus-driven organization which recognizes that outcomes are better when they reflect the efforts, talents and perspectives of all members of our community.

*"Working together in groups helps a lot and not only in school, but in regular life too!"*

*- HCA Student*

The Academy is working to create an environment where learning is valued, where school is a positive experience, where all students understand the power of education, and where all students learn to challenge themselves to be the best they can be. This represents a change in school culture that is needed throughout the public schools.

## **B. Code of Behavior**

During its first year of operation the Academy used both the disciplinary policy and the enforcement mechanisms of its host schools to address behavioral concerns. However, HCA staff found this disciplinary process poorly aligned with the culture the Academy was working to create. With the goal of building personal responsibility and responding to needs that are expressed in destructive behaviors, the Academy created its own Code of Behavior to augment the city-wide BPS Code of Discipline. Developed initially by the HCA staff, and then modified with input from parents and students, the Code of Behavior was designed to clarify expectations and to focus the attention of staff and students on important issues of attendance, tardiness, and mutual respect. The Code of Behavior outlines not only the expectations and consequences, but also the process of working with students and families to support behavioral change. The goal is not simply punishment, but rather early and consistent intervention with students to prevent destructive habits from becoming life-long patterns.

The Code of Behavior involves parents at every step of the disciplinary process. Formal and informal communication by phone, in writing, and through parent/staff conferences helps to assure partnership between the home and the school. The process of disciplinary action focuses less on

*"They guide me when they see me in trouble or doing something wrong."*

*- HCA Student*

consequences and more on strategies to help students change their behavior. Though we utilize a system of disciplinary warnings, detentions, suspensions, and probation, the important counseling work of the student services coordinators is to help students take responsibility for their own behavior, and to see the value in change. The Code of Behavior recognizes that adolescents need room to make mistakes and to learn from them, and thus the focus is on consistent effort to





improve problematic behaviors over time. Finally, we recognize that the individual attention and higher expectations of the Academy may not be appropriate for all students at all times. The Code of Behavior allows a student to make the choice to leave the Academy in favor of another school. However, the opportunity remains open for a student to return at a later point when he or she feels ready.

A copy of the current Health Careers Academy Code of Behavior is included in the attachments.

## **6. ENROLLMENT**

### **A. Enrollment Targets**

The Health Careers Academy currently targets enrollment of 160 students in grades nine through eleven. In school year 1998/99, the first year of the charter, the Academy will reach its full enrollment of 220 students in grades nine through twelve. The Academy expects to limit enrollment to 220 throughout the duration of the charter in order to maintain a small learning community which provides intensive individual services to students.

### **B. Student Recruitment**

As a new school, the Health Careers Academy has developed an extensive outreach effort to raise awareness of the school among Boston youth and their families. The Academy distributes information and applications to all eighth grade students and parents, all public and some private schools, to members of the CCHERS network and our community partners, and to many community organizations which may support students and their families in making their high school choice. Academy staff members visit many public middle schools, participate in the showcase of schools sponsored by the Boston Public Schools, and hold open houses in the community to provide information and answer questions from prospective students. This process has yielded ever greater response each year.

### **C. Application and Enrollment Process**

The Health Careers Academy application process is designed to assure a match between the interests and expectations of the student, and the goals and objectives of the school. The application includes a personal statement written by the student, two adult references, an academic records release, and a personal interview with the student and parent or guardian. The process allows students and parents ample opportunity to ask questions about the program and expectations, and helps to identify areas where students may need additional support or assistance. The application process helps the Academy to assure three things: that the student is interested in exploring the health professions; that the student is willing to commit to extracurricular program requirements (such as internships and after-school workshops); and the student is willing to be part of a learning community which holds high standards for effort and behavior. Admission decisions are made randomly from among those students who complete the application process.





In the first year of the Horace Mann Charter, preference will be given to currently enrolled HCA students, and to siblings of currently enrolled students.

## **7. LEADERSHIP AND GOVERNANCE**

### **A. Governing Structure**

In the Fall of 1997, the Academy began the process of electing representatives to a new School Council, distinct from the School Site Councils convened by our host schools. This new Council will replace the Executive Committee which has governed the Academy since its inception, and will serve as the Board of Trustees of the charter school. The thirteen-member School Council will be broadly representative of the stakeholders in the school community and the community at large who share our commitment to education, youth development and health careers. The Academy Director will serve as a non-voting co-chair of the school council. Parents, students, teachers and student services coordinators will elect their representatives to the School Council. Open parent and student forums, as well as active student government, will be utilized to assure adequate dialogue between members of the school community and their elected representatives. Individuals representing partner institutions of higher education and health care will be appointed by the Director.

For purposes of efficiency, the School Council will select representatives to a smaller Executive Committee which will provide more easily accessible operational guidance and supervision for the Academy Director. Actions taken by the Executive Committee will be reviewed by the full School Council to assure that the smaller group appropriately reflects the intentions of the full Council.

The School Council selects the Director and establishes the overall priorities and direction of the Academy in areas such as educational goals, curriculum initiatives, budget allocation, accountability, and human resources. The Council periodically reviews actions taken by the Director and the Executive Committee to assure consistency with established goals, priorities, and policies. As needed to advise and work with the Director, subcommittees of the School Council will be convened for budget planning and preparation, development of the annual report and accountability plan, and recruitment and selection of staff. The full School Council reviews, debates, recommends revisions, and approves the budget as proposed by the Director, before submitting it annually to the Boston Public Schools. The Council reviews, debates, recommends revisions and approves the annual report and accountability plan as proposed by the Director, before submitting them to the Massachusetts Department of Education and to the school community.

### **B. The Roles and Responsibilities of the Leadership Team**

Leadership for the Academy is provided by Sharon Callender, RN, MPH the school Director. Ms. Callender, has seventeen years of experience promoting the education and development of youth from Boston. As a nurse, educator, parent and public health advocate, she has the diverse skills and experiences to lead the Health Careers Academy to accomplish its goals. Ms. Callender joined the Academy in July of 1997 from her position as Director of the Boston Area Health Education Center. Ms. Callender is responsible to direct the Academy consistent with the accountability plan, annual report and budget approved by the School Council. She provides overall leadership and management of the school, including policy development and management of operations, human resources,





budgeting, external partnerships and funds development. She works closely with subcommittees of the School Council to propose the budget, annual report, and accountability plan for the Academy for review by the full school council. Her resume is included in the attachments.

The Director's leadership team will include a Coordinator of Curriculum and Instruction and an Assistant Director. John Leonard currently serves as the Coordinator of Curriculum and Instruction, a position which blends teaching and leadership responsibilities. Mr. Leonard is responsible for coaching, supervision and professional development for HCA teachers. He also leads the process of curriculum development and resource acquisition, and provides a critical liaison for district and state curriculum frameworks and initiatives. Mr. Leonard has a long history of involvement in education, not only as a science teacher, but also as a leader in the development and administration of new schools. Diane Bassett, MPH has served as a consultant to the Academy since its inception and will serve as the Assistant Director when a Horace Mann Charter is granted. In this role she will work closely with the Director in the areas of program planning, policy development, budgeting, student recruitment, and external resource development. Ms. Bassett brings a background in public health policy and economics, with a focus on the resource equity issues of under-served communities. Resumes of these two individuals are included in the attachments.

## **8. CAPACITY**

### **A. Collective Experience of Founders**

The Academy evolved under the leadership of Patricia Maguire Meservey, RN, PhD, who was the Executive Director of the Center for Community Health Education, Research and Service at Northeastern University (CCHERS, pronounced "CHEERS") until July of 1997. Dr. Meservey provided leadership for a successful and nationally-recognized effort to redirect the medical and nursing education curricula at Boston University and Northeastern University to focus on community-oriented primary care. Through this effort, each year more than 500 medical and nursing students complete a portion of their required clinical training in Boston's neighborhood health center settings. The Health Careers Academy was a natural extension of this work, evolving through the commitment of the CCHERS Board of Directors to provide pathways of opportunity for the children of Boston to have access to the health professions education resources of the city. Dr. Meservey has served as a member of the Health Careers Academy Executive Committee since its inception, and will continue to serve on the newly-formed school council as a higher education representative. Dr. Meservey's resume is included in the attachments.

In July of 1997, Elmer Freeman, MSW replaced Dr. Meservey as the Executive Director of CCHERS and now also serves on the HCA Executive Committee. He is well respected for his role as Executive Director of the Whittier Street Neighborhood Health Center for sixteen years. Mr. Freeman is widely recognized and honored for his leadership, organizing and advocacy in the community. He is an adjunct faculty member at both the Northeastern University College of Nursing and the Boston College School of Social Work. As Executive Director of CCHERS he will direct the expansion of their efforts to include graduate nursing and medical students, and to reach high school students through the Health Careers Academy. Mr. Freeman will serve as a member of the HCA School Council. His resume is included in the attachments.





The Academy benefits from the leadership and support of two Boston Public Schools headmasters, Mr. Thomas Hennessey from Boston High School and Mr. Robert Belle from Dorchester High School. Both have provided tremendous support for the development of the Academy as a school-within-a-school, and their experience has helped to shape the direction and focus of our work. Both currently serve as members of the HCA Executive Committee, and one will be selected to continue involvement in the HCA School Council.

## **B. School/Community Partnerships**

The Academy benefits greatly from partnerships with varied higher education and health care organizations. Northeastern University, through its College of Nursing, provides the central administrative office space for the Academy. In addition, HCA students come to Northeastern's campus frequently for after-school clubs, workshops and events, and for family night celebrations. The University has provided internship opportunities as well as paid summer work experiences for HCA students. Northeastern has provided transportation for HCA sponsored events, as well as access to extended university resources for exploration and enrichment. The Boston University School of Medicine has provided a variety of enrichment opportunities for the Academy, including access to Citylab research and learning facilities, and funding of PSAT preparation and summer science exploration programming.

Through the leadership of the Center for Community Health (CCHERS), the Academy has created partnerships with many of Boston's neighborhood health centers. Codman Square Health Center, Whittier Neighborhood Health Center, Mattapan Neighborhood Health Center, Dorchester House Multi-Service Center, and Boston Medical Center are among those CCHERS members who consistently provide support for HCA internship experiences.

Finally, the Academy has worked hard in its first years to expand connections with other health care organizations beyond the CCHERS network which offer valuable internship and work experiences to HCA students. Hebrew Rehabilitation Center, Harvard Pilgrim Health Care, and Massachusetts General Hospital are among those organizations which have worked most closely with HCA students to provide varied experiential learning opportunities. Students from the Tufts University School of Medicine provide tutoring and academic support to HCA students through a community service component of their first year medical school class work.

These community partnerships have allowed the Academy to bring together critical resources to support HCA students in the classroom and beyond. Continued efforts will be needed as the Academy grows to strengthen existing partnerships and to expand opportunities to meet varied student needs. Letters of support from key partners are included in the attachments.





## **9. FACILITIES AND STUDENT TRANSPORTATION**

### **A. Facility Options**

When the model for the Academy was conceived, the school-within-a-school model was selected because it offered greater opportunity for collaboration, efficiency, and sharing of best-practices between the pilot school and the host school. Boston High School and Dorchester High School emerged as natural sites because of their long-standing commitments to health careers and allied health programming. Despite our best efforts and the invaluable support of our two-host school headmasters, it has proven ever more difficult and inefficient to operate our school across two school sites, with our central offices in a third location. The demands on staff and the barriers to creating the school community we seek compel a change in our facilities.

The highest priority for the Academy is the consolidation of operations into a single site beginning with the 1998/99 school year. The most attractive option is to secure space for the Academy on the main campus of Northeastern University. This offers tremendous opportunity for students to be exposed to and become familiar with the college environment, and provides both faculty and students with opportunity to utilize the valuable resources of the university campus. Also important is the central location of the university within the city, with easy access to health care partner organizations by public transportation. Mr. Elmer Freeman, Director of the Center for Community Health Education, Research and Service (CCHERS) and Dr. Eileen Zungolo, Dean of the Northeastern University College of Nursing, have taken the lead to explore this possibility. A written proposal is currently under consideration by Northeastern's President Richard Freeland and the university planning committee.

Planning discussions also continue with the Boston Public Schools to create alternatives if Northeastern University is unable to accept the proposal. Possibilities include consolidating the Academy within one of our existing host schools, on the site of a separate Boston public school, or in a free-standing city-owned location. It is clear that the success of the Academy is dependent on changing the current operation to promote efficiency, community and autonomy.

### **B. Student Transportation**

The Academy anticipates that students will continue to travel to and from the high school using public transportation passes. When necessary, the Academy will provide alternate transportation through arrangements with Northeastern University and the Boston Public Schools.

## **10. A DAY IN THE LIFE OF A STUDENT**

Note: The following essay was written by Santricia Ettinoffe, an eleventh grade Health Careers Academy student at Dorchester High School.

*I started in the Academy in September of 1997, in the eleventh grade. HCA is a great school. It is small so it has a good learning environment. Each single student gets heard. The teachers get to*



*know their students so well that they know their strengths and weaknesses. The staff is so friendly that we feel free to go to them when we have a problem.*

*I have been to two other high schools and HCA is very different from a regular high school. The staff puts forth the extra effort to make sure we make the best grade they know we can. The teachers are after school every day to give the students help in their classes. HCA has three students from Northeastern University who come and tutor on Monday, Wednesday and Friday after school.*

*I like HCA because it is a school where I am noticed. I am not just called by name when the teacher is taking attendance. I get the help that I need when I need it. HCA even has college workshops so I won't feel lost by my senior year of high school. I have internships to make sure that nursing is really what I want to do. To sum it all up, HCA is a great school for anyone who is serious about the health field.*

## **11. NON-INSTRUCTIONAL SERVICES**

As a pilot school the Academy has utilized the existing Boston Public Schools mechanisms for nearly all non-instructional services. This has been both a great benefit and a source of great frustration for our new school. As a Horace Mann Charter School the Academy will work closely with the district, purchasing non-instructional services within the District whenever it is economically and operationally feasible to do so. However, there will be times when it is more efficient or effective, or simply more aligned with our model of teaching and learning, for our school to secure non-instructional services outside the district. For example, if the Academy is able to secure a site on the main campus of Northeastern University, it may be possible to negotiate favorable arrangements for custodial, nursing and food services, mail and reprographic services. Similarly, it may be possible to create a smaller and more effective cadre of substitute teachers through partnership with other Horace Mann and Commonwealth Charter Schools in and around Boston. In these cases the Academy will share information with the District about preferred processes and strategies, with the hope that they may be the impetus for administrative change that benefits all Boston public schools.

The Boston Public Schools budget office has already begun quantify the costs of specific non-instructional services within broad categories. Until the District makes available more detailed information about the costs of specific services or groups of services, it is not possible to identify those for which alternative arrangements will be sought.





**HEALTH CAREERS ACADEMY**  
Horace Mann Charter School Application

**BUDGET**

**1. BUDGET NARRATIVE**

**A. Revenues**

Tuition assumes funding of \$7,732 per pupil in FY1999 as determined by the Budget Office of the Boston Public Schools. The Health Careers Academy will enroll 220 students for fiscal year 1999, resulting in total tuition of \$1,701,040. No per capita tuition increases or enrollment are included in current budget projections. The Private Funds line reflects the final installment in a multi-year grant from the W. K. Kellogg Foundation. Other Funds are from the Boston Annenberg Challenge Grant in the amount of \$18,000 per year from 1999 to 2001.

**B. Expenditures**

**Professional Salaries**

The FY1999 Director's salary represents the current BASAS Group 9 salary of \$65,357 and is adjusted by 3 percent annually in subsequent years. The Supervisors line includes both the full-time Coordinator of Curriculum and Instruction and the part-time Assistant Director (.6 FTE). Both are estimated at the current BASAS Group 3 salary of \$54,075, adjusted by 3 percent in each subsequent year. The Teachers salary line funds 14 full-time teachers at an estimated rate of \$49,260 per capita in FY99, with adjustments of 3 percent in subsequent years. The Student Services Coordinators line funds two Coordinators of Family and Clinical Services, and two Coordinators of Career and Academic Services, at the current rate of \$51,500 per capita in FY99, with adjustments of 3 percent in subsequent years. The benefits line of \$156,640 is based on the current Boston Public Schools benefits estimate of \$712 per student per year, for a total of \$156,640 in FY99, with adjustments of 3 percent annually. This includes payroll taxes.

**Administrative Staff**

The Clerical line item funds an Administrative Assistant at the current BPS rate of \$29,751 in FY1999, with an adjustment of 3 percent annually in subsequent years. The Consultant line item funds a part-time internal program evaluator (.5 FTE), with an adjustment of 3 percent annually. The Other line item funds the Office Manager, at the current managerial rate of \$45,320 in FY 99, with an adjustment of 3 percent in subsequent years. Custodial services are included in the Business Services line item as part of the per capita BPS central costs.





**Facility**

Facility costs are based on the current BPS calculation of \$463.53 per capita, for a total of \$101,976 per year in FY1999. This includes utilities and rent. Renovation costs of \$100,000 in FY1999, \$50,000 in FY2000, and \$20,000 in FY2001 are allocated to support development and relocation into a single, consolidated school site. Safety services are calculated using the current BPS average cost of \$30 per capita.

**Materials and Supplies**

Textbooks are calculated using the current BPS average for high schools of \$70 per capita. Supplemental funds of \$24,600 in FY99, and \$9,600 in FY 2000 and 2001 are allocated to cover texts associated with the addition of a twelfth grade class, and the purchase of texts which have been provided to date by our host schools.

The Instructional Equipment and Office/Classroom Technology line items are based on current BPS average costs of \$102.89 per capita, with a supplemental allocation of \$10,000 in FY 1999 and FY 2000 to support initial technology acquisition. Library costs of \$10,000 in FY 1999, and \$5,000 per year in FY 2000 and 2001 are allocated to develop a Health Careers Academy Library Resource Center.

Figures for the Office Furniture, Classroom Furniture and Other Equipment line items are estimates of the costs to prepare a new location, including the acquisition of classroom computer technology, and laboratory equipment.

**Other Costs**

Contracted services include the costs for trainers/facilitators, staff retreats, and academic support and tutoring and other outside services needed to provide supplemental resources for to students and staff.

The Business Services line item, totaling \$89,228 per year, is based on current BPS average costs of \$405.56 per capita for central services. This includes a wide variety of administrative and overhead services which are currently provided by BPS to the Academy as a pilot school. Substantial negotiation will be needed to determine whether the Academy continues to purchase these services from the district or seeks alternative arrangements. Marketing/Development costs cover the public relations component of relocation, advertising, community outreach, and recruitment and retention efforts for the Academy. Staff development and training includes the costs of workshops, seminars, conferences and retreats for purposes of professional development. Transportation costs include both the current BPS cost of \$80 per capita per year for student bus passes, with additional funds in FY 1999 for bus transportation on field trips.

**C. Budget Management and Controls**

The Director of the Health Careers Academy will manage the budget. With the approval of the School Council, the Director develops the budget consistent with the school's established goals and priorities, and is responsible for assuring that expenditures fall within approved levels. The Office Manager will compile and maintain monthly financial records in accordance with the



requirements of the Massachusetts Department of Education. The Academy will each year maintain budget accounts both at Northeastern University and the Boston Public Schools. The Director will authorize and oversee all expenditures and payments from these accounts, and will be responsible for preparing both the Annual Report, and the Pupil and Financial End of Year Report that are required of all charter schools. The Academy will negotiate arrangements with both organizations to assure that a year-end audit is completed following generally accepted accounting procedures.

## **2. HUMAN RESOURCES**

### **A. Number and Selection of Faculty and Staff**

In addition to the Director, the Academy intends to hire fourteen teachers, two Coordinators of Career and Academic Services, two Coordinators of Family and Clinical Services, a Coordinator of Curriculum and Instruction, an Assistant Director, an Internal Evaluator, an Office Manager, and an Administrative Assistant. In its recruitment of teaching faculty and staff the Academy seeks individuals who are:

- genuinely committed to partnerships with parents, students, school leaders and staff members to assure each student's full participation in the Academy;
- are committed to working with the diverse population of urban youth and families;
- believe that all students can achieve at high levels and deserve a strong high school education that prepares them for higher education and economically secure careers;
- have experience with or are willing to explore innovative approaches to classroom teaching -- including interdisciplinary collaboration, team teaching, multi-age and multi-level inclusion, extended block scheduling, portfolio assessment and project-based learning;
- are team players willing to engage in a collaborative and consensus-driven process for curriculum development, program planning, and policy development;
- are committed to ongoing professional development using both formal and informal evaluation and assessment mechanisms, with a focus on peer support and group reflection.

### **B. Salary Range**

Teachers, student services coordinators and school administrators will be paid using the salary and benefits defined by the appropriate collective bargaining agreements governing Boston public schools.





### **C. Evaluation and Professional Development**

To date the Academy has utilized the evaluation instruments and processes which apply to all Boston public school teachers and student services coordinators. We have found that existing instruments are poorly aligned with the responsibilities and expectations of the Academy. They do not reflect the more intensive involvement we expect with students and parents, the importance of commitment to team building and group process, and the expectation of significant extracurricular efforts. The Academy seeks an open, supportive and non-threatening environment where all teachers are encouraged to reflect on and share their successes and struggles. The Academy leadership will work closely with faculty members to develop an improved instrument for evaluation, one which may incorporate peer, student and parent participation, as well as the development of a teacher portfolio.

Teachers and school leaders will need to develop an individualized professional development plan that is linked to this performance evaluation process. We envision a plan which addresses each teacher's personal interests and priorities, the priorities and focus areas of the school, and the specific issues raised in the performance evaluation. The Academy will need to work closely with the staff to create a new process which meets the needs of all parties.

The responsibility for evaluation of the Academy Director rests with the School Council. Though the process has not yet been developed, we envision an annual evaluation using an instrument that reflects both the current process for evaluation of BPS headmasters, as well as the *Core of Knowledge and Skills for Principals and Headmasters*, developed by the National Policy Board for Educational Administrators.

### **D. Terms of Employment/Collective Bargaining**

Substantial effort has been invested by the pilot schools, the teachers union, and the district to negotiate the specific terms of exemptions from the Boston Teachers Union collective bargaining agreements. This same language will apply to the Academy as a Horace Mann Charter School. The Health Careers Academy will utilize the salary and benefits prescribed by the teacher's union contract, and teachers will continue to accrue seniority as they would in any other Boston Public School. However, the Academy will operate with exemption from all other union and school committee work rules.

Academy employees work at the school voluntarily. The Academy has developed an election agreement which specifies the important terms of employment at the school, including salary, benefits and membership in the bargaining unit, the scheduled work day and year, and job responsibilities, excessing and dismissal. It also specifies that the Academy may develop alternative processes for performance evaluation and dispute resolution, but commits to involvement of both teachers and school leaders in the development of these new mechanisms. This information is made available to teachers during the hiring process, and is reviewed each year by the leadership and the staff to evaluate the need for change. The Academy is committed to dialogue with the staff about needed changes to the election agreement as they arise. (A copy of the current election agreement for teachers is included in the attachments.)





# Health Careers Academy Horace Mann Charter School

## Projected Revenues and Expenditures

	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
<b>I. REVENUE</b>				
Tuition	\$1,701,040	\$1,701,040	\$1,701,040	\$1,701,040
State Grants	\$0	\$0	\$0	\$0
Private Funds	\$80,000	\$0	\$0	\$0
Other	\$18,000	\$18,000	\$18,000	\$0
<b>SUBTOTAL</b>	<b>\$1,799,040</b>	<b>\$1,719,040</b>	<b>\$1,719,040</b>	<b>\$1,701,040</b>
<b>II. EXPENDITURES</b>				
<b>Professional Salaries</b>				
Director/Headmaster	\$65,357	\$67,317	\$69,337	\$70,417
Supervisors	\$86,520	\$89,116	\$91,789	\$94,543
Teachers	\$689,640	\$710,329	\$731,639	\$753,588
Student Services Coordinators	\$206,000	\$212,180	\$218,545	\$225,102
Payroll Taxes	\$0	\$0	\$0	\$0
Benefits	\$156,640	\$161,339	\$166,179	\$171,165
<b>SUBTOTAL</b>	<b>\$1,204,157</b>	<b>\$1,240,281</b>	<b>\$1,277,489</b>	<b>\$1,314,815</b>
<b>Administrative Staff</b>				
Clerical	\$29,751	\$30,643	\$31,562	\$32,509
Custodial	\$0	\$0	\$0	\$0
Consultants	\$28,340	\$29,190	\$30,066	\$30,968
Other (Admin, Staff)	\$45,320	\$46,679	\$48,080	\$49,522
<b>SUBTOTAL</b>	<b>\$103,411</b>	<b>\$106,512</b>	<b>\$109,708</b>	<b>\$112,999</b>
<b>Facility</b>				
Rent	\$101,976	\$101,976	\$101,976	\$101,976
Mortgage	\$0	\$0	\$0	\$0
Renovation/Construction	\$100,000	\$50,000	\$20,000	\$0
Debt Service	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0
Safety Services	\$8,600	\$6,600	\$6,600	\$6,600
<b>SUBTOTAL</b>	<b>\$208,576</b>	<b>\$158,576</b>	<b>\$128,576</b>	<b>\$108,576</b>



Health Careers Academy Horace Mann Charter School - Proposed Budget Page Two

	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
<b>Materials/Supplies</b>				
Textbooks	\$40,000	\$25,000	\$25,000	\$15,400
Instructional Equipment	\$10,000	\$10,000	\$0	\$0
Office/Classroom Technology	\$22,635	\$22,635	\$22,635	\$22,635
Library	\$10,000	\$5,000	\$5,000	\$0
Office Furniture	\$5,000	\$1,500	\$1,500	\$0
Classroom Furniture	\$15,000	\$2,500	\$2,500	\$0
Other Equipment	\$7,500	\$5,000	\$5,000	\$2,500
<b>SUBTOTAL</b>	<b>\$110,135</b>	<b>\$71,635</b>	<b>\$61,635</b>	<b>\$40,535</b>
<b>Other Costs</b>				
Contracted Services	\$25,000	\$12,000	\$12,000	\$8,000
Business Services	\$89,228	\$89,228	\$89,228	\$89,228
Marketing/Development	\$10,000	\$7,000	\$7,000	\$0
Staff Development/Training	\$18,000	\$10,500	\$10,500	\$7,500
Transportation	\$22,600	\$17,600	\$17,600	\$17,600
Food Service	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$164,828</b>	<b>\$136,328</b>	<b>\$136,328</b>	<b>\$122,328</b>
<b>Other Start-Up Costs</b>				
Curriculum Development				
Printing and Copying				
Student and Staff Recruitment				
Travel/Transportation				
Telephone/Fax/Postage				
Consultants				
<b>SUBTOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL REVENUES</b>	<b>\$1,799,040</b>	<b>\$1,719,040</b>	<b>\$1,719,040</b>	<b>\$1,701,040</b>
<b>TOTAL EXPENDITURES</b>	<b>\$1,791,107</b>	<b>\$1,713,332</b>	<b>\$1,713,736</b>	<b>\$1,699,253</b>
<b>BALANCE</b>	<b>\$7,933</b>	<b>\$5,708</b>	<b>\$5,304</b>	<b>\$1,787</b>





# HEALTH CAREERS ACADEMY

Horace Mann Charter School Application

## SECTION IV: ACTION PLAN

This table outlines critical milestones and activities between the receipt of the Horace Mann Charter and the opening of school in September 1998.

MILESTONE	TIMELINE	RESPONSIBLE PARTIES
Secure consolidated space to house the Academy.	By March 1998	Director, School Council Executive Committee
Negotiate provision of non-instructional services with Boston Public Schools and with other vendors	March-August 1998	Director
Communicate with currently enrolled students and their parents about the implications and opportunities of designation as a Horace Mann Charter School.	April 1998	Director, Faculty, Student Services Coordinators
Complete student recruitment efforts for incoming ninth grade students, and upper-grade students where spaces may be available.	March-August, 1998	Assistant Director, Student Services Coordinators
Recruit additional faculty members to meet curricular objectives and enrollment targets.	By June 1998	Director, Subcommittee of the School Council
Create a revised school schedule to allow access to extended class periods in all Academic classes, as well as extended internship participation.	By June 1998	Coordinator of Curriculum and Instruction, with input from faculty and approval of Director
Secure appropriate training and development resources to prepare for teaching in extended blocks.	By June 1998	Coordinator of Curriculum and Instruction





## Section Four Action Plan -- Page Two

MILESTONE/ACTIVITY	DATE	RESPONSIBLE PARTIES
Revise the current staff evaluation mechanism for 1998/99 school year.	By August 1998	Director and staff with approval of School Council
Build consensus about specific measures that the Academy will use to demonstrate key competencies and non-academic outcomes objectives in its students.	By August 1998	Coordinator of Curriculum and Instruction, with Faculty, and approval of Director
Revise the terms of the staff election agreements for the 1998/99 school year.	By August 1998	Director and staff with approval of School Council
Develop model for individual professional development planning for each faculty/staff member.	By August 1998	Coordinator of Curriculum and Instruction and faculty with approval of Director
Expand the HCA Code of Behavior to create the HCA Student Handbook	By August 1998	Designated faculty and Student Services Coordinators with approval of Director
Develop expanded relationships with health care organizations to provide additional school year internship placements.	By August, 1998	Assistant Director, Student Services Coordinators
Develop summer work experience and internship programming in partnership with city/state jobs programs and local health care partner organizations	By June 1998	Assistant Director, Student Services Coordinators



**HEALTH CAREERS ACADEMY**  
Horace Mann Charter School Application

**ATTACHMENTS**

**1. Letters of Support**

- Northeastern University Page 1-2
- Boston University School of Medicine Page 3-4
- Center for Community Health Education, Research and Service Page 5
- Center for Collaborative Education Page 6

**2. Resumes of Key Personnel**

- Sharon Callender, Director Page 7-8
- Patricia Meservey, Founder and Higher Education Representative to the School Council Page 9-10
- Elmer Freeman, CCHERS Executive Director and School Council Member Page 11-12
- John Leonard, Coordinator of Curriculum and Instruction Page 13-14
- Diane Bassett, Program Consultant/Assistant Director Page 15-16

**3. Health Careers Academy Code of Behavior Page 17-23**

**4. Health Careers Academy Faculty Election Agreement Page 24-25**







OFFICE OF THE PRESIDENT

Northeastern University, 110 Churchill Hall, Boston, MA 02115

617 373 2101 fax 617.373.5015

December 30, 1997

Dr. Robert V. Antonucci  
Commissioner of Education  
Department of Education  
Boston Office  
One Ashburton Place, Room 1403  
Boston, MA 02108

Dear Dr. Antonucci:

It is a pleasure to write a letter in support of the application of the Health Careers Academy for a Horace Mann charter. The Health Careers Academy has been in operation in Boston High School and Dorchester High School since 1995 as one of the original Boston pilot schools.

I understand that if it is designated a Horace Mann charter school, the Health Careers Academy will also be expected to remain a pilot school within the Boston Public Schools. Designed in close collaboration with medical educators at Boston University, and nursing educators at Northeastern, the academy represents a genuine partnership between the Boston Public Schools and the Center for Community Health, Education, Research and Service (CCHERS). CCHERS is a consortium of Boston University, Northeastern University, Boston Medical Center, Boston Department of Public Health, and 10 neighborhood health centers of Boston.

As an urban university with strong commitments to Boston, Northeastern University consistently seeks mechanisms to partner with BPS and to be part of creating innovative teaching and learning resources to better prepare youngsters to pursue higher education. The Health Careers Academy provides an important mechanism through which Northeastern has endeavored to support the development of Boston youth and families. The administrative offices of the Academy are located on campus and the Academy has benefited from many resources of the university, including use of facilities for extracurricular events and activities.

The university recognizes that to achieve our own goals for diversity within our health professional programs we need to partner with high schools to assure that underrepresented minority students are provided the preparation that they need to compete and succeed in the health professional programs. Further, the university is committed to addressing the extreme disparity that exists when in a health care Mecca such as Boston, less than 1% of Boston high school graduates enter a health profession. For childhood ambitions to be nourished and sustained, adolescents must have a well-planned curriculum and extracurricular experiences which



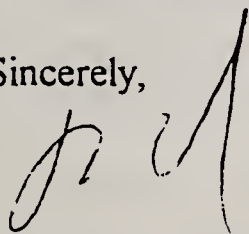


engage their attention and exercises their talents. By linking the public school system with a committed network of higher education and health care partners, the Health Careers Academy offers such elements.

As I understand it the Horace Mann legislation offers flexibility and autonomy which can foster strong partnerships between private universities and the public schools. Having played a pivotal role in the development of the Health Careers Academy, Northeastern University is invested in seeing the model grow and prosper to the full extent of its promise. Designation as a Horace Mann charter school will enhance the Health Careers Academy's prospects for success via expanded opportunities for funding and increased flexibility in the use of funds currently designated.

Please let me know if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. M. Freeland', written over the word 'Sincerely,'.

Richard M. Freeland  
President





## Boston University School of Medicine

80 East Concord Street  
Boston, Massachusetts  
02118-2001  
617 638-5300  
617 638-5258 (Fax)

Aram V. Chobanian, M.D.  
Provost, Medical Campus  
Dean, School of Medicine  
John I. Sandson Distinguished  
Professor of Health Sciences

December 22, 1997

Dr. Robert Antonucci  
Commissioner of Education  
Department of Education - Boston Office  
One Ashburton Place - Room 1403  
Boston, Massachusetts 02108

Dear Dr. Antonucci:

It is with pleasure that I write in strong support of the Horace Mann Charter School application of the Health Careers Academy. Boston and Massachusetts need models for academically rigorous and career-focused high school education that better prepare students for rewarding and economically secure futures. The Boston University School of Medicine was involved in the creation of the pilot school, and Dr. Ken Edelin, our Dean of Minority and Student Affairs, has served as a member of the HCA Advisory Council since its inception. The Boston University School of Medicine is committed to seeing the model grow and prosper to the full extent of its promise. Designation as a Horace Mann Charter School would greatly enhance the prospects for success.

As you know, Boston University consistently seeks mechanisms to partner with the public schools, to be part of creating innovative teaching and learning resources which will better prepare students to pursue higher education. The School of Medicine has provided significant extracurricular support for the Academy - - through sponsorship of numerous internship placements for HCA students at Boston Medical Center; access to the Citylab research and education facilities; sponsorship of an after-school and weekend PSAT preparation program for the Academy; and involvement of HCA students in summer and school vacation programming designed to promote exploration of biomedical science careers. Boston University, particularly the School of Medicine, will continue to partner with the Academy, and will seek greater opportunities for collaboration and mentoring of HCA students by Boston University undergraduate and medical students and faculty members.

Boston University recognizes that to achieve its own goals for diversity within its health professions preparation programs it will need to partner with urban high schools to assure that underrepresented minority students have the preparation



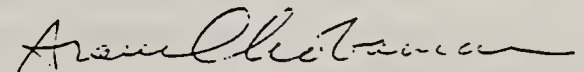


they will need to compete, to be accepted, and to succeed through college. The Health Careers Academy is a critical step in this educational pipeline.

In the economically important arena of health care, the Health Careers Academy is working to eliminate the barriers that exist between industry, institutions of higher education, and the public schools. This is essential if we are to prepare our children to be productive citizens of the 21<sup>st</sup> century. The Horace Mann legislation offers flexibility and autonomy which would greatly enhance prospects for partnership between private universities and the public schools. The charter school legislation offers one mechanism to explore the potential for this model, with the expectation that it can have broader replicability within the public schools, and in other industries.

The Health Careers Academy is worthy of designation as a Horace Mann Charter School. It offers a model for collaboration and innovation that will greatly improve our public schools. I urge you to give it your strong support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Aram V. Chobanian".

Aram V. Chobanian, M.D.  
Dean

AVC:mn





# Center for Community Health Education, Research, and Service

c/o Northeastern University  
360 Huntington Avenue, 398 CP  
Boston, MA 02115  
TEL 617-373-4591 FAX 617-373-8797

December 29, 1997

## Consortium Members

Boston  
Medical Center  
  
Boston Public  
Health Commission  
  
Boston University  
  
Bowdoin Street  
Health  
Center  
  
Codman  
Square  
Health  
Center  
  
Dinock  
Community  
Health  
Center  
  
Dorchester  
House  
Multi-Service  
Center  
  
East Boston  
Neighborhood  
Health  
Center  
  
Harbor  
Health  
Services, Inc.  
  
Little House  
Health  
Center  
  
Mattapan  
Community  
Health  
Center  
  
Northeastern  
University  
  
South Boston  
Community  
Health  
Center  
  
Whittier Street  
Neighborhood  
Health  
Center

Dr. Robert Antonucci  
Commissioner of Education  
Massachusetts Department of Education  
One Ashburton Place, Room 1403  
Boston, MA 02108

Dear Dr. Antonucci:

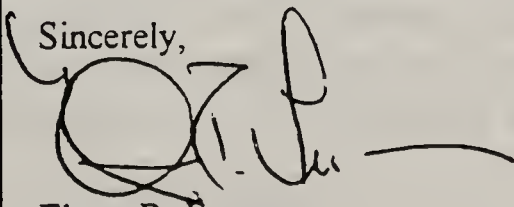
This letter of support for the Horace Mann Charter School application of the Health Careers Academy (HCA) is submitted with a great deal of pride and enthusiasm by the Center for Community Health Education Research and Service (CCHERS) as the founding partner organization in the creation and development of this successful pilot high school in the City of Boston.

The CCHERS organization was created in 1991 as a partnership of universities, hospitals and community health centers involved in the training of health professionals in nursing and medicine. The shared vision of the partners, to establish an education and career oriented pathway for students from the neighborhoods of the City who aspire to careers in the health professions, has begun to be realized in the Health Careers Academy. The individual and collective commitment of each of the partner institutions and organizations has been consistently demonstrated through their provision of student internships, mentors and role models, use of facilities and equipment, and funds for special student activities. The CCHERS partnership has contributed greatly and remains committed to the success of the HCA.

The Academy's curriculum model builds on the linkage between education, work experience and community service and prepares students to pursue higher education, and/or health professions training. The Academy is a model of partnership and curriculum innovation that has potential for replicability in the Boston Public Schools.

We believe the Academy's future growth and success depends on a number of factors, one of which would be designation as a Horace Mann Charter School. The charter school legislation allows a level of flexibility and autonomy that would only enhance the innovation and success that the Academy has already demonstrated. The Health Careers Academy warrants your strongest support of its application.

Sincerely,



Elmer R. Freeman  
Executive Director



*Community Partnerships*

A W K Kellogg Foundation Initiative  
in Health Professions Education



# *Community Partnerships in Graduate Medical and Nursing Education*



January 5, 1998

Sharon Callender, Director  
Health Careers Academy  
c/o Northeastern University  
360 Huntington Avenue, HA 501A  
Boston, MA 02115

Dear Sharon,

It is with great pleasure that I am writing this letter of support for the Health Career Academy's application for Horace Mann Charter School approval. The short history of the Academy has proved both the need for such an academic institution and the benefit of the programming to students of Boston. My role with the Academy has crossed several capacities. I was one of the founders of the Academy, a member of the Executive Committee in my position of Executive Director for the Center for Community Health Education, Research, and Service, and, currently, a member of the school council. As the National Director for the W. K. Kellogg Foundation's Community Partnerships in Graduate Medical and Nursing Education, I believe creating the pathway for children to pursue careers in the health professions is essential for us to rectify the imbalances we have in the diversities of health care providers.

There are several aspects of the Health Careers Academy I would like to emphasize as areas I support. The first is the student we are seeking to participate in the Academy. It is the intent of the Academy to invite all students to apply and to provide equal opportunities for all students regardless of their past academic performance. This represents an essential element of our philosophy. Many very capable students have not realized their potential for a multitude of reasons, most of which are based in poverty. The Academy provides a new opportunity for a child to prove his or her capability and to reach his or her dreams.

A second area of emphasis is on academic rigor. To expose a child to a promising career and not provide the skills needed to succeed in that career is an injustice. The Health Careers Academy works intensely with students to have each person achieve their maximum potential. High standards are set and students are provided the supports of



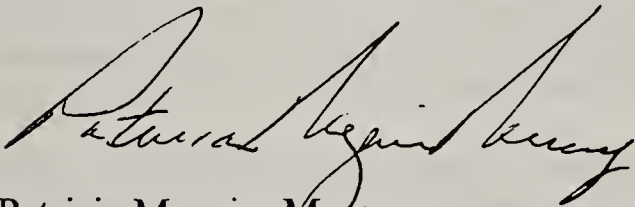


excellent teachers, tutoring, and career guidance. An important incentive in the academic programming is the connection to the work place and internship opportunities. By informing the students of the academic expectations and then allowing them to see the real work in process, there is a reinforcement that stimulates students to do their personal best.

A third, and my final, area to mention is the blending of academic with the realities of life. Our students do come to school with many challenges based in their homes and communities. Through a network of academic, career, and family supports, the staff of the Academy works with students and families to overcome these challenges and carve a pathway for the students to succeed.

The Kellogg Foundation has supported the Academy through grant funds since its inception because of the pathway it creates for a wide range of students. Having the Academy based in the public school district is an added benefit because it allows the lessons of the Academy to be share with the larger system and thereby providing opportunities for more students to benefit from its work. I strongly support the application of the Academy as a Horace Mann Charter School. This recognition will bring added resources necessary for continued success and allow the blending of private, innovative education and public education for the benefit of the students of Boston.

Sincerely,

A handwritten signature in cursive script, appearing to read "Patricia Maguire Meservey".

Patricia Maguire Meservey  
National Director

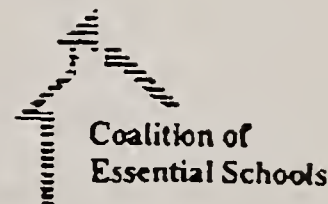




# Center For Collaborative Education

Metro Boston, Inc.

250 New Rutherford Avenue, Suite B108  
Boston, MA 02129



Commissioner Robert Antonucci  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148

January 5, 1998

Dear Dr. Antonucci:

I am writing in support of the Health Careers Academy (HCA) Horace Mann proposal. The Center for Collaborative Education (the Center) has been working with the Pilot Schools of Boston since their inception nearly three years ago as the convening organization of the Pilot School Network. The Pilot School Network, in the beginning of this school year, voted to support the founding Pilot Schools, of which Health Careers is one, in applying to become Horace Mann schools. The Network feels strongly that having Horace Mann status for even a small number of the schools in the network would leverage political support and open new pathways to conversations about innovative education taking place across the state.

HCA has been an active member of the Pilot School Network since its beginning and has contributed a great deal to the shaping of the network's guiding principles and decision-making structures. If accepted as a Horace Mann School, Health Careers Academy will bring a wealth of expertise in health education to the state-wide education conversation, a resource that has been much appreciated by the schools in the Pilot school Network. Their partnerships with health care institutions across Boston including community health centers, major hospitals, and nursing education programs have helped to inform their educational program to best support their students in pursuing careers in the health professions. The school's leadership is a great asset to the Pilot School Network and to the Boston Public Schools.

The Pilot School Network, Boston Public Schools, and the Boston Teachers Union have many lessons learned to share with Horace Mann districts and schools across the state. Granting Horace Mann status to Health Careers Academy will not only provide a resource to schools across the state interested in creating health career pathways but districts will gain access to the knowledge the entire Pilot School Network has acquired over the last 2 1/2 years.

Sincerely,

Dan French  
Executive Director, Center for Collaborative Education



Sharon T. Callender  
45 Marie Ave.  
Brockton, MA 02402  
(508) 559-2957

**Program Director, July 1997 - present,**  
**Health Careers Academy Boston, MA**

Responsible for the administrative and academic leadership of a pilot school focused on preparing high school students for post-secondary education leading to careers in the health professions. Management of a student body of 160 students, 17 faculty members and liaison to the schools collaborative community partners.

**Director, Boston Area Health Education Center, Boston, MA**  
**March 1993 -June 1997**

**Acting Director, August 1992 - February 1993 and July 1991 - November 1991**

Responsible for the yearly administration and management of \$600,00 in grants from various state and federal sources. Managed a staff of 7 and provided consulting and technical assistance for training programs sponsored by the Department of Health and Hospitals. Development of successful grants and the implementation of youth programs. Monitoring of 4 youth programs which enrolled 250 students throughout the year.

**Project Director, Health Careers Opportunity Program (HCOP)**

**Boston Area Health Education Center, Boston, MA, September 1990 - June 1993**

Planned, developed, and implemented a health career opportunity program for high school juniors pursuing careers in radiography, physical therapy, laboratory technology, rehabilitation services and occupational therapy. Responsible for \$500,000 (over 3 years) budget, collaboration with five community colleges, recruitment of students through the Boston Public Schools and community outreach, evaluation of program and proposal writing for future funding. This is a federally funded grant through the Department of Health and Human Services, Washington, DC

**Director of Community Outreach, September 1989 - 1990**

**Boston Area Health Education Center, Boston, MA**

Administration and management of the AIDS ET and the Health Education and Training Center (BET) funded through the Statewide HETC; proposal writing; funding of mini-proposals; organization of community events focusing on health education and/or health careers; public relations spokesperson for DAHEC.

**Middle School Program Director, September 1984 - September 1990**

**Boston Area Health Education Center, Boston, MA.**

Responsible for the development, implementation and follow-up of an in-school Health Career Program for middle school students in the Boston Public School System. The program serviced 250-300 yearly and served a precursor to a summer enrichment program that combined academic instruction with hospital paid internships.





## Professional Clinical Experience

### Per Diem Nurse, September 1993 - September 1995

**Mattapan Community Health Center, Mattapan, MA,**

Provided triage and per diem nursing services for the Pediatric/Adolescent and Adult Medicine departments. Responsibilities included administering immunizations, providing patient education, health screenings, follow-up and referral services, and consulting with the healthcare team on client's medical progress.

### Maternal-Child Health Nurse, April 1982 - September 1984

**Boston City Hospital, Public Health Department, Boston, MA**

Community Health Nurse responsible for providing education and health care to pregnant and parenting women in Roxbury/Dorchester areas of Boston.

### R.N. Flexi-Pool, April 1981 - April 1982

**Trustees of Health and Hospitals, Boston, MA**

Medical-Surgical Float nurse throughout Boston City Hospital responsible for the general well being of those patients assigned to my care.

### Per Diem Nurse, September 1978 - 1991

**Staff Builders Nursing Agency, Boston, MA**

Per Diem nurse at various hospitals and/or patients' homes providing ADL's and appropriate nursing interventions and assessments.

## Professional Organizations

National Black Nurses Association Inc., New England Regional Black Nurses Association Inc., American Nurses Association, Massachusetts Nurses Association, American Public Health Association, Massachusetts Public Health Association, Sigma Theta Tau - At Large

## Community Activities

1996 -	Secretary, Massachusetts Public Health Association
1995 -	Member, Dimock Community Health Center, Adult Education Advisory Committee
1992 -	Chairperson, Nursing Advisory Committee, Roxbury Community College
1992 - 1997	Chairperson, Affirmative Action Committee, Massachusetts Nurses Association
1992 - 1997	Chairperson, Madison Park Vocational-Technical H. S. , Nursing Advisory Board
1988 - 1992	President, New England Regional Black Nurses Association, Inc.
1987 - 1988	Vice-President, New England Regional Black Nurses Association, Inc.
1985 - 1987	Board Member, New England Regional Black Nurses Association, Inc.
1984	Site Coordinator - HEALTHWORKS 84

## Education

Boston University School of Public Health, Boston, MA, Masters in Public Health, May 1997

Community Oriented Primary Care Fellow, Carney Hospital, Boston, MA, Certificate June 1996

Lesley College, Boston, MA 1983 - 1984

Northeastern University, College of Nursing, Boston, MA, Bachelors of Science in Nursing, 1978





**PATRICIA MAGUIRE MESERVEY, Ph.D., R.N.**  
National Program Director  
Community Partnerships in Graduate Medical and Nursing Education  
c/o Northeastern University  
360 Huntington Avenue, CP 424  
Boston, MA 02115

Telephone: 617-373-7903

Fax: 617-373-4164

e-mail: pmeserve@lynx.dac.neu.edu

## **EDUCATION**

1988	Boston College, Chestnut Hill, Massachusetts	Doctor of Philosophy Higher Education Administration
1977	Boston University Boston, Massachusetts	Master of Science Parent-Child Health Nursing
1976	Boston University Boston, Massachusetts	Bachelor of Science Nursing

## **RECENT PROFESSIONAL EXPERIENCE**

1997 - Present	National Program Director Community Partnerships in Graduate Medical and Nursing Education
1989 - Present	Associate Professor, Coordinator, Nursing Administration (1990-91) Northeastern University College of Nursing
1991 - 1997	Executive Director Center for Community Health Education, Research, and Service
1988 - 1989	Assistant for Nursing, Boston University
1979 - 1988	Boston University School of Nursing Dean ad interim and Assistant Professor (1987 - 1988) Assistant Dean and Assistant Professor (1986 - 1987) Acting Chairperson and Assistant Professor (1984 - 1986) Assistant Professor (1983 - 1984) Instructor (1979 - 1983)

## **SELECTED PUBLICATIONS**

- Meservey, P. M. (1997.) Community Based Academic Health Centers: The CCHERS Model. In Current Issues in Nursing, 5th ed. J. McCloskey & H. Grace (Eds.) Hanover, MD: Mosby-Year Book, Inc., Chapter 49, pp: 357-363.
- Aroian, J., Meservey, P. M., & Crockett, J. G. . (1996.) Developing Nurse Leaders for Today and Tomorrow: Part 1, Foundations of Leadership in Practice. Journal of Nursing Administration. 26(9):18-26.
- Aroian, J., Meservey, P. M., & Crockett, J. G. (1996.) Developing Nurse Leaders for Today and Tomorrow: Part 2, Implementing a Model of Leadership for Community-Based Practice. Journal of Nursing Administration. 26(10):29-34.
- Howard, E., Beauchesne, M. A., Shea, C. A., & Meservey, P. M. (1996.) Research Practicum: Linking Education to Practice. NurseEducator. 21(6):33-37.
- Meservey, P. M. (1995) Leadership in a boundaryless organization. Nursing and Health Care: Perspectives on Community. 16(4): 234-236.
- Meservey, P. M. & Zungolo, E. (1995.) Out of the Tower and On To the Streets: One College's Partnership with Community. In Peggy S. Matteson (Ed.) Nursing in the Neighborhoods - A Promise Renewed. New York: Springer Publications. Chapter 1, pp. 1 - 30.



Meservey, P. M., & Richards, R. W. (1995.) New Organization Structures Linking Community and Academic Health Centers. In Ronald W. Richards (Ed.) Redirection of Health Professions Education toward Primary Health Care Education: Lessons from Kellogg Foundation's CP/HPE. California: Jossey Bass Publishing Company. Chapter 7, pp. 105 - 120.

#### **SELECTED FUNDED RESEARCH**

- 1995 Cost Analysis of Ambulatory-Based Health Professions Education, Funded by the Bureau of Health Professions, Public Health Service, Principal Investigator James Boex, Co-Investigators Andrew Hogan, Patricia Maguire Meservey, Sarina Seifer, & Roy Rubin
- 1994 Nursing Leadership in Clinical Practice: Manager as Developer, Funded by College of Nursing Northeastern University Faculty Research, Co-Investigators Jane Aroian, Patricia Maguire Meservey, and Jean Gilbert
- 1993 Cost Analysis of Teaching Health Centers, Funded by Bureau of Health Professions, Public Health Service, Principal Investigator Patricia Maguire Meservey; Major Collaboration, James Hunt, Jr., Massachusetts League of Community Health Centers
- 1989 Models of Service Delivery across Health Care Settings Based on Patient Needs, Funded by Robert Wood Johnson, Principal Investigator, Martin Charns, Boston University; Major Contributor, Patricia Maguire Meservey

#### **SELECTED FUNDED PROJECTS**

- 1997 Northeastern University Learn & Serve America, Funded by Corporation for National Service, Project Director, Patricia Maguire Meservey; Major Contributors, Toby Ayers and JoAnne Fussa
- 1996 Graduate Medicine and Nursing Initiative, Funded by W. K. Kellogg Community Partnerships Initiative, (Northeastern University in collaboration with Boston University, Boston's Department of Health and Hospitals, Boston University Medical Center Hospital, and twelve Community Health Centers), Executive Director/Principal Investigator, Patricia Maguire Meservey, Collaborative Proposal
- 1994 Northeastern University Learn & Serve America, Funded by Corporation for National and Community Service, Project Director, Patricia Maguire Meservey; Major Contributors, Eileen Zungolo and Toby Ayers
- 1992 Health Profession Continuing Education and Breast Cancer Prevention and Care, Massachusetts League of Community Health Centers, Funded by Massachusetts Department of Public Health, Co-Project Directors, Connie Dove and Patricia Maguire Meservey
- 1991 Center for Community Health Education, Research, and Service, Funded by W. K. Kellogg Community Partnerships Initiative, (Northeastern University in collaboration with Boston University, Boston's Department of Health and Hospitals, Codman Square Health Center, East Boston Neighborhood Health Center, Whittier Street Neighborhood Health Center, and Dorchester House Multi-Service Center), Major Contributor, Patricia Maguire Meservey





**ELMER R. FREEMAN**  
153 Savannah Avenue  
Boston, Massachusetts 02126  
(617) 296-1134 - Home  
(617) 373-4591 - Office

## **PROFESSIONAL EXPERIENCE**

<b>Executive Director</b>	6/97 - Present
Center for Community Health Education Research and Service, Boston, MA	
<b>Associate Director</b>	7/97 - Present
Center for Primary Care, Boston University School of Medicine, Boston, MA	
<b>Executive Director/CEO</b>	9/81 - 6/97
Whittier Street Neighborhood Health Center, Roxbury, MA	
<b>Adjunct Professor</b>	8/92 - Present
Northeastern University, College of Nursing, Boston, MA	
<b>Adjunct Professor</b>	9/80 - Present
Boston College, Graduate School of Social Work, Chestnut Hill, MA	
<b>Assistant Director</b>	1/80 - 9/81
Mattapan Community Health Center, Mattapan, MA	
<b>Coordinator &amp; Planner/Analyst</b>	9/77 - 1/80
Health Planning Council for Greater Boston, Boston, MA	
<b>Director of Social Services</b>	9/76 - 9/77
ABCD/South End Service Center, Boston, MA	
<b>Social Worker</b>	10/73 - 5/76
South End Neighborhood Action Program, Boston, MA	

## **EDUCATIONAL BACKGROUND**

<b>Ph.D.</b>	Candidate, Northeastern University, College of Arts and Sciences, Law, Policy & Society
<b>M.S.W.</b>	Boston College, Graduate School of Social Work, Social Planning and Administration
<b>B.S.</b>	Northeastern University, University College, Health Services Administration
<b>Certificate</b>	Columbia University, School of Public Health, Health Center Administration

## **SELECTED PROFESSIONAL PAPERS AND PRESENTATIONS**

Freeman, E. "Managed Care Incentives and the Market for Better Data and Information". National Committee on Vital and Health Statistics, Forty-fifth Anniversary Symposium, Washington, DC, July, 1995

Freeman, E. "Moving Mountains: Systemic Change to Benefit Children and Families". Associated Grantmakers of Massachusetts, Twenty-fifth Annual Meeting, Boston, MA, April, 1994.

Freeman, E. "Developing Academic Community Health Centers for Primary Care Teaching and Research". National Association of Community Health Center, Policy & Issues Forum and Community Health Institute, Washington, DC, February, 1994.

Meservey, P. , Freeman, E. & McCahan, J. "Implementing Community Partnership in Health Professions Education in Boston". Annual Meeting of the Board of Trustees, W.K. Kellogg Foundation, Battle Creek, MI, November, 1992.

Freeman, E. "Building Health Through Community: The Role for Community Health Centers". Boston Department of Health and Hospitals, Annual Symposium, Boston, MA, April, 1991.



Freeman, E. et. al. "A Decentralized Approach to Planning for Infant Mortality Reduction in Boston's Communities of Color". American Public Health Association, Annual Meeting, Boston, MA, November, 1988.

Pinderhughes, E. and Freeman, E. "Teaching Empathy in Cross Cultural Social Work Practice". American Orthopsychiatric Association, Annual Meeting, New York, NY, 1985.

## **SELECTED PROFESSIONAL CONSULTATIONS**

Action for Boston Community Development, Inc.  
Annie B. Casey Foundation  
Boston Juvenile Court  
Boston University Center for Health Planning  
District of Columbia Non-Profit Clinic Consortium  
Dorchester Counseling Center, Inc.  
Institute of Medicine, Report on the Future of Primary Care  
International Center for Health Leadership Development  
New England Health and Poverty Action Center, Tufts University Medical School  
Organization for Services in the Public Interest  
W.K. Kellogg Foundation

## **SELECTED HONORS & AWARDS**

Alpha Sigma Nu, National Jesuit Honor Society, Boston College Chapter, 1978-Present  
Rita M. Walsh Award of Boston College Graduate School of Social Work, 1979  
Honor as Outstanding Young Man of America, National Jaycees, 1980, 1981  
Recipient, Outstanding Health Center Director, Massachusetts League of Community Health Centers, 1990  
Recipient, Kathleen Crampton Award, Massachusetts League of Community Health Centers, 1992  
Recipient, Outstanding Services to Adolescents, Massachusetts Alliance for Young Families, 1992  
Recipient, Kellogg Community Partnership Fellowship, W.K. Kellogg Foundation, 1992 - 1994  
Recipient, Fellowship, American Studies Center of the Salzburg Seminar, International Community Health, 1994  
Recipient, Annie Mae Moore Award, Harvard Street Neighborhood Health Center, 1996  
Recipient, Edmond Steele Public Service Award, Mattapan Community Health Center, 1997

## **PROFESSIONAL & CIVIC AFFILIATIONS**

Past President, Massachusetts Public Health Association  
Mayor's Appointee, Economic Empowerment Center, Steering Committee, City of Boston  
Governor's Appointee, Commission on Minority Health, Commonwealth of Massachusetts  
Member, Board of Trustees and Executive Committee, Boston Medical Center  
Member, Board of Directors, Massachusetts League of Community Health Centers  
Member, Board of Directors, Madison Park Development Corporation  
Member, Lead Boston Alumni Association, National Conference of Christians and Jews  
Member, Advisory Board, Wheelock College, Committee on Interdisciplinary Practice  
Member, National Association of Social Workers  
Member, American Public Health Association, Governing Council





## JOHN ELLYSON LEONARD

233 Manchester St.  
Boston, MA. 02126  
617-296-2497

### PERSONAL:

Date of Birth: June 18, 1948  
Family: Married 20 years, three boys

### EDUCATION:

May, 1996	Boston University School of Education Master's Degree, Science Curriculum
1973-1975	Dartmouth Medical School Hanover, NH. BA in Medical Science
1966-1970	Dartmouth College, Hanover, NH. BA in Biology, premed

### HONORS AND AWARDS:

Phi Beta Kappa	Dartmouth College
Magna Cum Laude	Dartmouth College
Honors Ranking	Dartmouth Medical School

### MA CERTIFICATION:

Biology  
General Science

### SPECIAL SKILLS:

Development of Curriculum and Schools: launched three schools in  
20 years (a pre-school of 40 students, an elementary-middle  
school of 150 students, and a high school of 50 students)  
Teaching experience on many levels:  
pre-school, junior high, senior high, college, and adult  
Proficiency in many different subjects:  
Biology and Chemistry primarily, all sciences  
Algebra I, Geometry and Algebra II  
Computer literate (PC and Mac)

### INVOLVEMENTS:

MicroCosmos Curriculum Team, BU School of Education (1996-1998)  
Technology Committee, Cardinal Spellman High School (1995-1996)  
Tutor, John Connelly Unit, Department of Youth Services (1989-1990)  
A Better Chance, instructor and dorm resident (1969-1970)  
Outward Bound, Dartmouth winter course, instructor (1968-1970)



### TRAINING SEMINARS ATTENDED:

- 1996, 1997 Howard Hughes Medical Institute summer research fellowship in microbiology, physiology, BU graduate school
- 1995 Advanced Placement Biology Workshop, Easton, MA
- 1995 PALMS - MicroCosmos Curriculum Workshop  
BU School of Education
- 1995 Laboratory Safety Workshop, Wellesley, MA.
- 1994 Workshop in Biotechnology  
CityLab, Boston University School of Medicine, Boston, MA.

### MEMBERSHIPS:

MAST: Massachusetts Association of Science Teachers

### WORK EXPERIENCE:

- 1997-1998 Coordinator of Curriculum and Instruction,  
plus 9<sup>th</sup> grade Unified Science teacher  
Health Careers Academy, Boston, MA
- 1996-1997 Biology and Health Teacher, Grades 9 - 10  
Health Careers Academy
- 1994-1996 Biology, AP Biology, Chemistry Teacher, Grades 10 - 12  
Cardinal Spellman High School, Brockton, MA.

1987-1994: Employed by Grace Christian Fellowship in Hyde Park, MA

- 1992-1994 Founder and Director  
Charis Academy, Grades 9 - 12  
68 Smith Road, Milton, MA.
- 1987-1992 Founder and Director  
Amazing Grace Christian School, Grades 1 - 12  
858 Hyde Park Ave., Boston, MA.

1976-1987: Employed by The Bible Speaks ministry in Lenox, MA

- 1983-1987 President, Stevens School of the Bible  
Superintendent, Stevens Christian School
- 1978-1982 Pastor and Youth Leader, Somerville, MA.
- 1976-1978 Teacher of Biology, Chemistry, Physics and Earth Science  
Stevens Christian School, Grades 7 - 12
- 1972-1973 Founder, Director of Claremont Day Care Center  
Claremont, NH.





## PROFESSIONAL EXPERIENCE

### **Center for Community Health Education, Research and Service, Boston, MA**

- *Program Consultant, Health Careers Academy (1/95 - Present)*

Provide management support to the Director of a small, innovative, public high school for students interested in the health professions. Responsibilities included staff and student recruitment, program development and implementation, grant writing, budgeting and reporting, outreach to partner organizations and external communications.

- *Interim Director, Health Careers Academy (10/96 - 7/97)*

Responsible for overall leadership and management of the school, including supervision of all teaching, student services and administrative staff, budgeting and planning, and implementation of the full academic, extracurricular, youth development, and student support programming.

### **California Association of Public Hospitals, Berkeley, California (2/91-12/94)**

- *Senior Health Policy Specialist*

Identified and evaluated state health policies, legislation, and regulations which affect public hospital systems, with primary accountability for managed care and the state budget. Maintained frequent communication with Board of Directors to identify policy priorities and develop advocacy strategy. Represented the Association with other statewide advocacy associations, key legislative staff, and leadership of the state Department of Health Services. Provided supervision and direction to graduate-level health policy interns.

Developed curriculum, coordinated program, selected and prepared speakers for annual health policy conference and managed care seminar series. Annual conferences focused on Medicaid and indigent care financing, federal and state health system reform, multi-cultural health, and public health system integration. Managed care seminars addressed organizational models, financial issues, information system needs, and graduate medical education.

### **United States Department of Health and Human Services, Washington, D.C. (10/90-3/91)**

- *Consultant, Office of Minority Health*

Evaluated proposals for federal funding under the Minority Male Community Development Grant Program. Submitted written and oral summaries of each proposal to other members of the review team. Recommended funding priorities and participated in funding decisions.



**Department of Public Health, San Francisco, California (6/90-1/91)**

- *Public Health Service Aide*

Evaluated impact of state and county budget reductions on county health services. Researched and developed grant proposal to expand health and mental health services for foster children. Wrote grant proposal to create community-based perinatal substance abuse treatment program. Participated in strategic planning process for family health program managers.

**Bain and Company, Boston, Massachusetts (7/86-7/89)**

- *Management Consultant*

Provided business strategy and management consulting to corporate clients among the Fortune 500 companies. Identified business problems, developed work plans, collected and analyzed data, interviewed customers and competitors, presented recommendations to senior client management, and coordinated implementation. Major clients included the American Red Cross, the United Way, and leading consumer products and pharmaceutical manufacturers. Participated in pro-bone strategic planning project for Planned Parenthood League of Massachusetts.

**Medford Public School System, Medford, Massachusetts (9/85-5/86)**

- *Spanish/English Tutor*

Developed individual learning programs for Guatemalan children in English language and academic subjects.

**Chevron USA, San Francisco, California (5/85-8/85)**

- *Constituent Relations Analyst*

Researched and developed policy recommendation to restructure corporate contributions program. Coordinated and implemented new internship program for secondary school teachers. Supported all phases of departmental budget and planning process.

**EDUCATION**

**University of California at Berkeley, School of Public Health**

MPH in Health Policy and Administration May 1991

Regent's Honors Fellowship 1989-1991

**Tufts University, Medford, Massachusetts**

BA in International Relations and Economics May 1986

Summa Cum Laude and Phi Beta Kappa Honors

Gulf Corporation Public Affairs Honors Fellowship 1984-1986





## BOSTON PUBLIC SCHOOLS



# HEALTH CAREERS ACADEMY

A Pilot School of the Boston Public Schools

Boston High School

Dorchester High School

## Code of Behavior

September 1997

Sharon T. Callender, Director

c/o Northeastern University  
360 Huntington Avenue - 502A Hayden  
Boston, MA 02115  
Tel: (617) 373-8576  
Fax: (617) 373-7856

# HEALTH CAREERS ACADEMY

A Pilot School of the Boston Public Schools  
Sharon T. Callender, RN, MPH  
Director

September 8, 1997

Dear Parents and Students;

As the new director of the Health Careers Academy, it is my pleasure to welcome your child to a new and exciting school year. The goal of the Health Careers Academy is to provide a challenging academic curriculum for your child. In order for students to be challenged and reach individual academic accomplishments, they must be in an environment safe and conducive to learning. The HCA is committed to ensuring such an environment and therefore has developed a Code of Behavior that addresses student conduct.

The HCA Code of Behavior outlines a plan of action administrators will take and consequences students will incur when consistent negative behavior is not corrected. Minor infractions such as tardiness, unexcused absences to major infractions such as extreme violent behavior will all result in suspension and or expulsion.

The HCA is a school in the business of preparing students for productive careers post graduation. Students, teachers, and parents need to work together to guarantee this. The less time spent on unnecessary disciplinary actions allows our teachers to teach and will assist us in making HCA a choice academic institution.

Please sign the parent notification form and return by September 12, 1997. A copy will be kept on file.

The staff thanks you for your support.

Sincerely,

*Sharon T. Callender*

Sharon T. Callender, RN, MPH  
Director HCA

360 Huntington Avenue, 502A Hayden Hall, Boston, Massachusetts 02115 • Tel: (617) 373-8576 • FAX: (617) 373-7856



**HEALTH CAREERS ACADEMY**  
A Pilot School of the Boston Public Schools

**Code of Behavior**

Student and Parent/Guardian Consent Form

If you have questions about the Health Careers Academy Code of Behavior you may contact the Academy Office at Dorchester High School (635-6794) or at Boston High School (635-6990) to speak with any of the Academy teachers or student services coordinators. We encourage you to ask questions and to discuss the policy before signing this consent form. A signed form is required for every student enrolled in the Academy.

I have read the Health Careers Academy Code of Behavior. I understand the expectations and consequences and will abide by it.

Student Signature \_\_\_\_\_

I have read the Health Careers Academy Code of Behavior. I understand the expectations and consequences for my child and I support its full implementation.

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

**FORMS MUST BE RETURNED TO THE HOMEROOM TEACHER  
NO LATER THAN SEPTEMBER 12, 1997**

**THE HEALTH CAREERS ACADEMY**  
A Pilot School of the Boston Public Schools

**Disciplinary Warning Notices**

<p><b>HCA Policy:</b> HCA Disciplinary Warnings are issued to students as a consequence of specific behaviors. When a student receives four Disciplinary Warnings within a term a BPS suspension hearing is held and an HCA probation contract is issued. Continued involvement in the Academy depends on student effort and progress during the period of probation.</p>		
Behavior	Consequence	
Unexcused Absences From School	A Disciplinary Warning is issued for <u>every</u> unexcused absence from school and a suspension hearing is held.	
Tardiness to School	A Disciplinary Warning is issued for <u>every five</u> days a student is late to school within a month.	
Unexcused Absence From Class	A Disciplinary Warning is issued <u>after</u> the second unexcused absence from class within a term, and for every subsequent offense.	
Tardiness to Class	A Disciplinary Warning is issued for <u>every five</u> times a student is late to class within a term	
Disruptive, Inappropriate or Disrespectful Behavior	A Disciplinary Warning is issued for <u>every five</u> incidents of disruptive, inappropriate or disrespectful behavior in a term. If a student must be removed from class, a Disciplinary Warning is issued and a parent is notified immediately, and the student must served a 30 minute detention.	
Dangerous, Violent, Threatening or Illegal Behavior	A Disciplinary Warning is issued and a suspension hearing is held for <u>every</u> incident of dangerous, violent, threatening or illegal behavior. Students are subject to Dorchester and Boston High disciplinary action and may be expelled from the Academy.	
Failure to Serve Detention as Scheduled	Students receive a Disciplinary Warning <u>every</u> time they fail to serve after school detention as assigned.	





## Code of Behavior

### Unexcused Absences From School

HICA Policy: Students are expected to attend school every day unless they are excused by a parent or guardian and Academy staff. HICA students receive a Disciplinary Warning and a BPS suspension hearing is held for every unexcused absence from school.

- |                |  |
|----------------|--|
| First Offense  | <ul style="list-style-type: none"> <li>• BPS suspension hearing is held</li> <li>• Disciplinary Warning mailed to parent/guardian</li> </ul>   |
| Second Offense | <ul style="list-style-type: none"> <li>• BPS suspension hearing is held</li> <li>• Disciplinary Warning mailed to parent/guardian</li> <li>• Parent/Guardian conference with student, homeroom teacher and HICA coordinators</li> <li>• Student conference with Coordinator of Family and Clinical Services</li> </ul> |
| Third Offense  | <ul style="list-style-type: none"> <li>• BPS suspension hearing is held</li> <li>• Disciplinary Warning mailed to parent/guardian</li> </ul>   |
| Fourth Offense | <ul style="list-style-type: none"> <li>• BPS suspension hearing is held</li> <li>• Disciplinary Warning mailed to parent/guardian</li> <li>• Probation conference scheduled with parent, student, homeroom teacher, and HICA Coordinator</li> </ul>  |

## Code of Behavior

### Tardiness to School

HICA Policy: Students are expected to arrive at school on time every day unless they are excused by a parent or guardian and Academy staff. Students receive a Disciplinary Warning every five times they are late to school within a month.

Consistent with Boston Public Schools requirements, Academy students at Boston High School are expected to be in their first period class ready to work at 7:44 each morning. Academy students at Dorchester High School are expected to be in class ready to work at 7:25 each morning.

- |                |  |
|----------------|--|
| First Offense  | <ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>   |
| Second Offense | <ul style="list-style-type: none"> <li>• 15 minute detention</li> <li>• Phone call to parent or guardian</li> </ul>  |
| Third Offense  | <ul style="list-style-type: none"> <li>• 30 minute detention</li> <li>• Phone call to parent or guardian</li> </ul>  |
| Fourth Offense | <ul style="list-style-type: none"> <li>• 45 minute detention</li> <li>• Phone call to parent or guardian</li> </ul>  |
| Fifth Offense  | <ul style="list-style-type: none"> <li>• Disciplinary Warning is mailed to parent or guardian</li> <li>• Parent Conference with HICA coordinators, homeroom teacher and student</li> </ul> |



## Code of Behavior

### Tardiness to Class

**HCA Policy:** Students are expected to arrive at every class on time. Students receive a Disciplinary Warning for every five times they are late to class within a term

- |                       |  |
|-----------------------|--|
| <b>First Offense</b>  | <ul style="list-style-type: none"><li>• Verbal Warning to student</li></ul>  |
| <b>Second Offense</b> | <ul style="list-style-type: none"><li>• 15 minute after school detention</li><li>• Phone call to parent/guardian</li></ul>                                 |
| <b>Third Offense</b>  | <ul style="list-style-type: none"><li>• 30 minute detention</li><li>• Phone call to parent/guardian</li></ul>  |
| <b>Fourth Offense</b> | <ul style="list-style-type: none"><li>• 45 minute detention</li><li>• Phone call to parent/guardian</li></ul>  |
| <b>Fifth Offense</b>  | <ul style="list-style-type: none"><li>• Disciplinary Warning issued</li><li>• Parent/Guardian conference with student, teacher, HCA Coordinators</li></ul> |

## Code of Behavior

### Unexcused Absences From Class

**HCA Policy:** Students are expected to attend every scheduled class each day. Students receive a Disciplinary Warning after the second unexcused absence from class within a term, and for every further offense within the term.

- |                         |   |
|-------------------------|---|
| <b>First Offense</b>    | <ul style="list-style-type: none"><li>• Phone call to parent/guardian</li></ul>   |
| <b>Second Offense</b>   | <ul style="list-style-type: none"><li>• Disciplinary Warning mailed to parent/guardian</li><li>• Parent/Guardian conference scheduled with student, class teacher, and HCA coordinators</li></ul> |
| <b>Further Offenses</b> | <ul style="list-style-type: none"><li>• Disciplinary Warning mailed to parent/guardian</li></ul>  |





## Code of Behavior

### Disruptive, Inappropriate and Disrespectful Behavior

HCA Policy: Students are expected to demonstrate respect for themselves and others in their words and actions. Students receive a Disciplinary Warning for every five incidents of disruptive, inappropriate or disrespectful behavior within a term.

- |                    |   |
|--------------------|---|
| First Offense      | <ul style="list-style-type: none"><li>• Verbal warning to student</li></ul>   |
| Second Offense     | <ul style="list-style-type: none"><li>• 15 minute detention</li><li>• Phone call to parent/guardian</li></ul>   |
| Third Offense      | <ul style="list-style-type: none"><li>• 30 minute detention</li><li>• Phone call to parent/guardian</li></ul>   |
| Fourth Offense     | <ul style="list-style-type: none"><li>• 45 minute detention</li><li>• Phone call to parent/guardian</li></ul>   |
| Fifth Offense      | <ul style="list-style-type: none"><li>• Disciplinary Warning mailed to parent/guardian</li><li>• Parent Conference with student, teacher, HCA coordinators</li></ul>  |
| Removal From Class | <ul style="list-style-type: none"><li>• At any time, serious disruption of class may result in removal from the classroom</li><li>• Student sent immediately to HCA office</li><li>• Disciplinary Warning mailed to parent/guardian</li><li>• Parent/Guardian conference with student, teacher and HCA Coordinators</li></ul> |

## Code of Behavior

### Dangerous, Violent, Threatening or Illegal Behavior

HCA Policy: Dangerous, violent, threatening or illegal behavior will not be tolerated. Students are subject to Boston High School and Dorchester High School disciplinary action, including suspension from school. Without exception, students who are caught with a weapon in school will also be expelled from the Academy. For other offenses, the student may be expelled from the Academy following a suspension hearing and a conference with the parent or guardian, the student, the teachers, and the HCA Coordinators to discuss the circumstances of the incident.



## Code of Behavior

### Key Questions

#### What is the purpose of the Code of Behavior?

The Code of Behavior was created to put in writing the standards of attendance, tardiness, and behavior which are necessary for effective teaching and learning. Students make a choice to enroll in the Health Careers Academy. We believe this choice reflects a commitment to their individual education and development.

Students may also make a choice to transfer out of the Health Careers Academy if it is not meeting their needs. Some students make this choice by directly requesting a transfer. Others indicate this choice through their actions. Students who consistently choose to behave in ways that violate the Code of Behavior are indicating that they are not ready to participate fully in the program. The Academy will work closely with these students to support them to make necessary changes. However, students who are not serious in their effort to improve their behavior will be asked to transfer out of the Academy.

Students who have chosen to leave or been asked to leave the Academy may ask to be readmitted if they find that they are ready to commit to their education and development at a later point. The Director will make decisions about re-enrollment requests on an annual basis, in consultation with Academy staff, the student and the parent or guardian.

#### What is an unexcused absence?

A student is legitimately absent from school only if he or she is ill, there is a death in the student's immediate family, or for other family emergency situations that are determined legitimate by Academy staff. Such absences require verification from a parent or guardian. Any other absence is unexcused.

#### How can an absence be excused?

On the day that a student is absent a parent or guardian must call the Health Careers Academy Office at (617) 373-8576 between 7:30 and 10:00 to report the absence. If the parent or guardian is unable to call, the student may make the call.

On the day that the student returns to school, he or she must submit verification of the absence to the homeroom teacher. Verification must be a letter signed by the parent or guardian. When the absence involves a specific appointment which could not be scheduled outside of normal school hours (for example doctor, clinic, hospital, or court appointments), the excuse must be verified with a letter from that organization on their proper letterhead. Students should make every effort to schedule normal appointments outside of school hours.

The student must make up all assigned class work and homework.

#### How can tardiness be excused?

The Academy seeks to correct tardiness which is related to ineffective student effort. When tardiness is caused by legitimate circumstances beyond the student's control, the Academy will not penalize the student. For tardiness to be excused, the student must either submit a note from the parent or guardian explaining the circumstances or provide information related to disruption of public transportation which can be verified with the MBTA. In response to weather conditions which delay arrival for many students, the high schools routinely extend homeroom periods or excuse tardiness for all students. The Academy will abide by these policies.

#### What is detention?

The Health Careers Academy will provide a supervised space for after-school detention. Detention is quiet, reflective time during which students may not talk, listen to headsets, or receive extra academic help. Students may work independently on assigned homework. The detention supervisor may require students to complete a specific detention assignment. The HCA Coordinators may use time during detention to work individually with students around issues related to the Code of Behavior.

Academy detention will be held from 12:35 - 1:20 Monday through Thursday at Boston High School, and from 1:45 - 2:30 Tuesday through Friday at Dorchester High School. Students are expected to serve detention on the day that each offense occurs. Academy staff will attempt to notify a parent or guardian by phone when a student will be staying late for detention. Except in extraordinary circumstances with advance permission from a teacher or student services coordinator, students do not have the option of serving detention on an alternate day.

#### What is a suspension hearing?

A suspension hearing provides an opportunity for teachers, students, student services coordinators, parents or guardians and HCA and host-school staff to meet and discuss





certain incidents which violate the Boston Public Schools Code of Discipline. These more serious offenses include skipping class or school, and dangerous, threatening, inappropriate or illegal behaviors. Notice of a suspension hearing is communicated in writing and by phone to the parent or guardian. A student who has received a letter requiring a suspension hearing may not return to school until the parent or guardian has come to school to complete the suspension hearing. In the Health Careers Academy, suspension hearings will be required for students who receive four disciplinary warnings; within a term, and for any time that a student receives a disciplinary warning for skipping school or for dangerous, violent, threatening or illegal behavior. The outcome a suspension hearing may be a suspension from school of varied length (usually 1 - 10 days), placement at the Barron Assessment Center, development of an HCA probation contract, or other action agreed by all parties.

**What is probation?**

A student may be placed on probation following a suspension hearing when he or she has received four Disciplinary Warnings within a term. When a student is placed on probation it is an indication that the student's behavior is sufficiently disruptive to prevent his or her full participation in the Academy. A probation conference is held to allow the student, the parent or guardian and the HCA Coordinators to discuss the situation and to determine whether the student is sincerely interested in continuing in the Academy. At this point some students, with the approval of their parent or guardian and HCA staff, may choose to transfer out of the Academy.

Students who indicate a continued commitment to their own education and development, and a willingness to work to improve their behavior will be offered a probation contract. The probation contract defines the specific efforts which must be taken by the student and the Academy to support the student's continued participation. The terms and duration of probation will be determined individually. At a minimum, the student will be required to meet weekly with the Coordinator of Family and Clinical Services. During the probation period, all requirements of the Code of Behavior continue to apply. At the end of the probationary period, another probation conference will be held to assess the situation. Students who have not used the probation period to make consistent efforts to improve their behavior will be asked to transfer out of the Academy. Students who demonstrate effort and improvement according to the terms of their individual contract will be permitted to continue in the Academy. When a student's efforts allow him or her to comply with the Code of Behavior, the student will be removed from probation.

**What is inappropriate, disrespectful, disruptive behavior?**

The following are the kinds of offenses which the Academy views as inappropriate, disrespectful, and disruptive: eating in the classroom; speaking while a teacher or fellow student is speaking; using obscene, abusive or profane language; spitting; using beepers, cellular phones, headsets, or other personal audio/visual devices in school; verbal harassment; and littering. Teachers will work with students to define the specific

standards of behavior in their classrooms and will hold students accountable for complying with these standards.

**What is dangerous, threatening, violent or illegal behavior?**

The following are behaviors which the Academy views as dangerous, threatening, violent or illegal: possessing weapons in school; possessing, using or selling drugs or alcohol; stealing; cheating; striking a teacher or peer; fighting; verbal harassment; sexual harassment; hazing; calling in bomb scares; triggering false alarms; smoking; and vandalism or destruction of school or personal property. The Academy will follow the standards established by Dorchester High School and Boston High School in defining these behaviors.

.....

Questions about the Code of Behavior may be directed to any member of the Health Careers Academy staff. Revisions to the Code of Behavior will be made as necessary and appropriate and will be communicated in writing to students and their parents or guardians.





## ATTACHMENT FOUR

### HEALTH CAREERS ACADEMY A Pilot School of the Boston Public Schools

#### ELECTION AGREEMENT

between

Health Careers Academy

and

HCA Teachers

I am voluntarily electing to teach at the Health Careers Academy Pilot School. I am signing this Election Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

The Health Careers Academy is a pilot school, under the Pilot Schools program described in the Collective Bargaining Agreement between the School Committee of the City of Boston and the Boston Teachers Union (the BTU Contract) and in the Pilot Schools Request for Proposals. Therefore, the terms and conditions of my employment at the Health Careers Academy will be different from those at other Boston public schools. Employees of Pilot Schools are to receive wages and benefits as they would at any other Boston public school, as specified in Article VIII, Compensation and Benefits of the BTU Contract for teachers. Other terms and conditions of employment will be determined by the Health Careers Academy, rather than by the BTU Contract. While not attempting to be exhaustive, this election agreement states important terms and conditions of employment at the Academy. These terms and conditions will be subject to change from time to time as the Health Careers Academy pilot school may make changes to its program and schedule during the year. Such changes will be developed by staff and administration and will be approved by the Health Careers Academy School Council.

#### I. Salary, Benefits, Seniority and Membership in Bargaining Unit

You will continue to accrue seniority as you would if you were working elsewhere in the Boston Public Schools. If you are hired as a teacher, you will receive the benefits established in the BTU Contract, Article VIII. You will receive a salary that is five percent greater than the salary established in the BTU Contract, Article VIII. You will be a member of the appropriate Boston Teachers Union bargaining unit.

#### 2. Term, Work Year and Hours

Your term of employment will be the 1997/98 Health Careers Academy Pilot School year which includes up to 10 days beyond the BTU contractual school year for teachers which is specified in Article V.E of the BTU Contract. The schedule for utilization of these additional days will be developed by the staff and the administration, and not less than 30 days written notice of scheduled additional days will be given. The standard work day will be seven hours, from 7:30 - 2:30 at Boston High School and from 7:15 - 2:15 at Dorchester High School. Teachers may be required to attend up to four social and cultural events held during evening or weekend hours.

Teachers are expected to be involved in a variety of educational and administrative activities beyond the scheduled working hours which are necessary to fulfill the mission of the Health Careers Academy. These activities will require on average four hours per week and will include, but are not limited to:

- A weekly 90 minute staff meeting
- Phone contact with students and parents about academic concerns
- Preparation of individual student progress reports each term
- Administrative follow-up necessary to implement the HCA Code of Behavior
- Participation in student recruitment efforts, including presentations, phone calls and interviews
- Participation in School Council meetings or other advisory committee meetings to support the Director in policy development
- Participation in staff recruitment and selection processes
- Planning for family celebrations and school-wide social or cultural events

Supplemental hours or activities necessary to fulfill the mission of the Health Careers Academy Pilot School may be required and negotiated with teachers.

#### 3. Excessing at the End of the Year

Consistent with the BTU Contract, you may unilaterally excess yourself from the Academy at the end of the work year. Similarly, the Academy may unilaterally excess you at the end of the work year. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures in Part V.K of the BTU Contract.

#### 4. Dismissal

You will be subject to dismissal from BPS in accordance with existing law and regulation. Additionally, the contract for provisional teachers applies only to the specified year.





**ATTACHMENT FOUR - CONTINUED**  
HCA Faculty Election Agreement

\*\*\*\*\*

By signing this document I acknowledge that I have read all the provisions of this election agreement and that I agree to all its terms.

**5. Responsibilities**

In addition to their central classroom teaching responsibilities, teachers are expected to be involved in a variety of additional activities, including but not limited to:

- curriculum development and integration with the support of our health care and higher education partners, designed to bring relevant health and health careers information into core academic curricula;
- training and professional development activities, designed to explore classroom approaches which improve teaching and learning, to support reflection on teaching practice and a commitment to continuous improvement, to increase knowledge of the health care industry, and to provide orientation to diverse community health care settings;
- team building activities to build collaboration and trust among the leadership, teaching faculty and student support staff of the Academy;
- student support team meetings to address the particular needs of students and their families;
- outreach to parents and families to address concerns with individual students.

**6. Performance Evaluation**

In lieu of the performance evaluation system described in part V.G of the BTU Contract, staff and administration may develop a performance evaluation system to be approved by the Health Careers Academy School Council.

**7. Dispute Resolution**

In lieu of the dispute resolution process described in Article X of the BTU Contract, staff and administration may develop a dispute resolution process to be approved by the Health Careers Academy School Council.

Dated: \_\_\_\_\_

By: Teacher \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dated: \_\_\_\_\_

By: Health Careers Academy \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

